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*The Schools When We Are at War**

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T IS possible that our education has been too individualistic. We have at times lost sight of the fact that each boy has very positive obligations toward the state, and we must believe that it is the province of education to help to develop this feeling of nationalism. Our country has always been bountiful, and it has asked but little from its citizens. It has always been an asylum for those who have been oppressed by the conditions in Europe. It has not only given them freedom, but to many it has given the opportunity of self-development to such an extent that they have become men of position and wealth. The State has demanded for all these benefits almost nothing, and the opulence and the carelessness of our Government may have caused some to feel that the obligations between citizens and the States are one-sided. The schools must do their share toward correcting this attitude of mind. The little Russian schoolboy, who luxuriates in his new-found American freedom and the marvelous opportunities of his new home, must be taught that the United States Government is a benevolent power, but that it requires something in return for the great benefits which it showers on the immigrants who come to its shores. The foreign boy must be taught that he must set aside his feeling of fear and his malign opposition to governmental authority, and he must learn that, while the power of the State here is never oppressive and obtrusive, it must, nevertheless, be respected.

But we are now at war. What are the tasks that fall upon the schools? Education even at this time must not concern itself merely with the prosecution of the war. As far as schools are concerned, the saying, "In time of peace prepare for war," must be amplified now and must read: "In time of war prepare for peace." The important thing is to win the war, but we can well consider a form of preparedness which will have to do with the problems that will arise after the war; and in this form of preparedness the schools can help especially. It is to be hoped and to be expected that the war will be over before many of the school boys of today are old enough to bear arms for their country. **The schools cannot afford to neglect the idea that their students may some day be soldiers, but they have the positive knowledge that their boys will some day be citizens, and we therefore dare not allow, in the midst of the excitement which confuses the business man**

*Written for the New York Times, Reprinted in Atlantic Journal of Education.

and the man of affairs and the statesman, the work of the schools to lapse or to slacken in the smallest degree.

As citizens of the United States we shall have responsibilities and opportunities tomorrow which we did not dream of yesterday, and it is the patriotic duty of every educator and every parent to see that the boys of today receive an education which will help them to gather the benefits in the fullest measure which will come from the sacrifices of their fathers. The times call for an intenser and more thoughtful form of instruction than ever before. They demand a closer study of the needs of the American youth and a greater zeal in giving to him the benefits of the best thinking of which the Nation is capable. **The schools must not be disturbed.** More may be demanded of them; more may be asked of the American boys. They must realize in the peril which confronts their country that a practical form of patriotism is required of them, and that, while they may not serve now as soldiers, they can do a great service later if they have fitted themselves to be men of courage, intelligence, and energy.

Let us hope that there may be a quickening in the life of all schools. As a result of the war, it is probable that many of the colleges will be depleted and the advanced studies in the universities almost cease. To balance this slackening in the intellectual life of the country it is especially important that the schools be keyed to the highest pitch.

We must teach our boys more about their country; we must develop in them an intelligent patriotism. The schoolboy in every one of the great European States has a more definite idea of the aims of his government than does the American boy. The young Englishman is conscious of the mighty imperial sweep of the rule of Great Britain, and he feels that if he is intelligent and if he is a clean sportsman he may, under certain circumstances, come to bear a share in the administration of the great empire, if not at home, then in some spot in one of the four corners of the world.

The French boy of today has shared the feeling of mortification with his father at the defeat of France in 1871 by the Germans and the loss of the provinces of Alsace and Lorraine, and he has longed for a time when he might have the opportunity to wipe out what he conceived to be the stain of dishonor that rested upon his country, and the way Frenchmen have conducted themselves in the present war is probably the most marvelous thing in an age of marvels. If by some mischance France were swept into the sea tomorrow the bravery of the French soldiers and the devotion of the French people to the cause for which they have been fighting would be the most glorious exhibition of patriotism that the world has ever known.

Boys should be taught that we can afford to give up thought of foreign conquest, but we must be prepared to stand shoulder to shoulder with

other great nations in maintaining what is right. We cannot afford to become a nation of peace fanatics. We must do what we can to make the administration of all departments of our Government honest and thorough. **We must believe more in statesmanship and think less of politics.** Boys must be taught to want to make our country in fact and in deed the land of the free and the home of the brave.

How the Schools of Pitt Are Helping

The public schools in Pitt County are trying to do their part toward helping to win the war. Numerous letters have been sent out urging the teachers to get in behind all the war measures. This note has been struck at every meeting held. Every school in the county has been visited by the Food Conservation Committee or its representatives, and the children enlisted in this movement. The Food Administration and the County Superintendent worked in close harmony on this drive.

The cause of the second Liberty Loan Bond was presented to every school in the county that had begun work on Liberty Loan Day. The work was done by teams sent out by the central committee. Quite a number of bonds were taken by school children.

Fully 90 per cent of the Red Cross meetings in the county have been held in schoolhouses. Red Cross rooms at Bethel, Grimesland, and Grifton are located in the school buildings. The sewing class in the Grifton High School is conducted practically as an adjunct of the Red Cross. The work of the Junior Red Cross has been recently presented to the teachers, and results are expected from this campaign.

Just now we are entering upon the thrift campaign. The last county teachers' meeting (January 26) was given over exclusively to this matter and to the Red Cross work. Judge Stephenson presented the matter, and every teacher pledged full support to the movement. Posters, booklets, etc., were distributed, and a plan of campaign mapped out:

- (1) One-teacher schools
- (2) Schools with from two to four teachers
- (3) All other schools

A prize will be given to the school in each group with stamps sold to the largest percentage of its enrollment by February 15. The campaign will be pushed till that date, and wound up with the celebration of North Carolina Day (postponed from December 14 on account of bad weather) on that day. Teachers will make weekly reports of sales of stamps, and the names of purchasers will be published in the county papers.

At this writing (January 29) fully half the stamps sold in Pitt County have been through the Greenville City Schools.

S. B. UNDERWOOD.

Humanizing Civil Government for Rural Students

H. REID HUNTER, Teacher of History, Atlanta School of Technology

ONE OF the great problems of the rural teacher today is the teaching of civil government. What are the real principles or aims of civil government? What to teach and what not to teach? What specific aims or purposes should the teacher set up for the student in the teaching of civil government? How to make the subject interesting to red blooded rural students? These and many more questions are constantly before the rural teacher. Much progress has been made in recent years in the reorganization and enriching the content of many of the subjects taught in the public schools, but very little attention has been given to the study of civil government from the standpoint of the country boy and girl. The teachers in the seventh grade have been spending their energy in drilling into students the qualifications of United States Senators and Congressmen, Governors of the State, the salary of the President, and we have failed to teach those things which have vital connections with the daily life of the students. So is it any wonder that civil government is dull, lifeless, fossilized and a subject or study to be endured rather than enjoyed?

Now the vital question is what can be done to put some life into our civil government and make it a study which will function in the lives of the children and older people of the community; not function ten or fifteen years hence, but now, in the ever present. Now, to do this, it is very evident that we must reorganize our material, change our point of interest from Washington, D. C., to our own community, and select new material from the great store which is open to all teachers and students. In the selection and organization of our new course, we should adopt a few fundamental principles and standards to guide us. In the first place, let us discard the term, "civil government," and adopt in its place the term "community civics." We will use this term to mean the activities of individuals in relation to government or other coöperative enterprise. Second, we will eliminate all data which does not contribute rather directly to the appreciation of the methods of human coöperation and betterment of all people in the community. Third, we will make a special study of those social efforts and agencies which tend to help make man a more efficient citizen of his community.

The opponents to such a plan will doubtless say this would have a tendency to preclude the teaching of practically all the contents of our State-adopted texts on civil government. To this, I reply that if the data cannot stand the test then discard it, and have the energy, courage, and good judgment to make a course which will have the child and community as the center rather than a book as a center around which to work.

In the study of civics, we should begin with the government of the home, the school, and then work to the points of contact between the child and governmental activities. This will lead to an ever enlarging circle. I give at the end of this article a list of a few of the governmental activities and other coöperative agencies which can be used to interest the student, and in many instances the parent. The list is only suggestive and can be extended and worked out as conditions may demand. In the discussion of these subjects it is suggested that the teacher always begins with the student or community and not with the Executive Department in Washington, D. C. These local observations and discussions will lead to larger communities, cities, states, nation, and, finally to world affairs. In this way one will have an opportunity to teach the problems of the community and incidentally teach some formal civics. Special effort should always be made to supplement information on local affairs by drawing on the world at large. If this is done, a spirit of broadmindedness and breadth of view will be cultivated. In closing, let me urge that we stress more the responsibilities and duties of citizenship which contribute to the social welfare rather than the personal rights and liberties.

The following is a list of governmental activities and other coöperative agencies which can be used in working out a few topics in Rural Community Civics:

I. *The postal service*

1. The rural free delivery
2. Parcel post
3. Postal money orders
4. Price list of farm products
5. Postal laws
6. Post roads

II. *Health activities*

1. Medical inspection in schools
2. Treatment of defectives for
 - a. Hookworm
 - b. Bad teeth
 - c. Adenoids
3. Inoculation
 - a. Smallpox
 - b. Typhoid fever
4. Inspection of food
5. Pure food laws
6. Water supply
 - a. In the home
 - b. At school
 - c. Pollution of streams
7. Home sanitation
 - a. Drainage
 - b. Sanitary toilets
 - c. Disposal of garbage, etc.
8. Federal health surveys
9. Treatment of contagious diseases

III. *Agricultural activities of the Government*

1. Free distribution of seed and plants
2. Promotion of the cattle industry
 - a. Tick eradication, dipping, etc.
 - b. Quarantine
 - c. Vaccine
3. Home demonstration agents
 - a. Poultry clubs
 - b. Canning clubs
 - c. Literary clubs, etc.
4. Farm demonstration agents
 - a. Testing of soils
 - b. Boys' corn clubs
 - c. Farm experiments, etc.
5. Activities of the Weather Bureau
 - a. Weather forecasts
 - b. Frost and snow warnings
 - c. Weather maps
6. State and Federal experiment stations
7. Agricultural colleges
8. Farm-life schools
9. Stocking fish ponds

IV. *Poverty and relief*

1. County homes
2. Insane asylums
3. Hospitals and schools for the blind
4. Individual or outdoor relief
5. Pensions, state and federal

V. *General county governmental activities*

1. Building of bridges and good roads
2. Public buildings
 - a. Courthouses
 - b. Building of new schoolhouses
 - c. Jails
 - d. County fair buildings
 - e. County home, etc.
3. Listing and payment of taxes
4. Justice of the peace court
5. County fairs
6. County officials
 - a. Sheriff
 - b. Commissioners, etc.

VI. *General coöperative activities*

1. Marketing associations
2. Farmers' Union
3. Farm loan associations
4. Rural telephone systems
5. Drainage projects
6. Incorporation of rural communities
7. Woman's betterment associations
8. Red Cross

VII. *Political parties and elections*

1. The Democratic party
2. The Republican party

3. Conventions and primaries
4. Elections
 - a. Registration
 - b. Voting
 - c. Polls
 - d. Bribery
5. Majority
6. Election of school officials
 - a. Teachers
 - b. Committeemen
 - c. County Superintendent
 - d. County Board of Education

VIII. *Military service*

1. County militia
 2. United States Army
 3. United States Navy
 4. Military and naval schools
 5. Universal military service
 6. Draft laws
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A Mother's Voice from the Trenches

In a vitally interesting interview in the March *Mother's Magazine*, Mrs. Margaret Crumpecker gives many incidents of her work in France of which one is here quoted:

"On the battle-field of the Marne, for miles and miles, are unending clumps of graves, variously marked. Some have little bottles over them with a note inside telling of the buried; others have tiny flags with the caps of the buried; while still others have only a simple cross to mark the resting place, with an occasional note attached to a stick asking if any one knows of the resting place of certain soldiers.

"At one place, quite near the front, we found six little girls wandering around together with tiny paper bags which they clung to. Where they came from no one knew. Their names had been hastily worked in red thread on their little sleeves; and they had in the little paper bags their few small belongings. Their mothers and sisters had been carried away by the Germans. One of these little girls, who seemed about two years old, was so careworn that she reminded one of a little mummy. They all wept and clung to any woman who would notice them.

"The Red Cross workers gather up these little children and send them back to their hospitals as fast as they can, and there they are protected and cared for and nursed. I shall never forget seeing a Red Cross nurse pick up a wee, deserted baby girl, who was sleeping under a pile of debris. When the child awoke to find herself in the arms of a protector, her withered arms wound around the nurse's neck and she cooed feebly in contentment."

The Organization and Administration of Physical Education and Games in the Grade Schools

By R. RUSSELL MILLER, Superintendent Recreation Department, Raleigh, N. C.

PLAY is the primary form of education, because activity is the sole means of education. However, there is play and *there is play*. There is play that grows like a weed, and never gets beyond the weed state, and there is play that has careful cultivation, so that it becomes a useful plant. Any thoughtful person who has observed the children's activities during an ordinary recess, or at noon, in a school where many must stay for lunch, must see that the latter kind is required to accomplish results worthy of efforts expended.

The average recess or noon hour means recreation for comparatively few. The larger ones take possession of the grounds in rough-and-tumble, unorganized play. The majority of the children stroll up and down, collect in little groups, and plan more mischief during that brief time than the teacher can cope with in a week.

Parents are beginning to realize that the school owes the child something besides the three "Rs," and unless the school teaches the boy and girl how to live, and grow into strong men and women, it is not doing its part. Physical education includes and will lead to games, contests, better school ventilation, better school yards, school gardens, and school playgrounds.

A plan suggested by the writer in a talk delivered to the Civic Department of the Greenville Woman's Club contained the following standards:

1. Medical inspection of all children from eight years up;
2. Two talks of from ten to twenty minutes on personal hygiene each week;
3. A two-minute setting-up drill preceding each class;
4. A half-hour of supervised play each day. Fifteen minutes morning and afternoon. A period to take the place of regular recess, and each teacher to take her class to the playground during stated periods and teach them the various games. Every child will have a chance to play by this method, and both teacher and pupil will return to the classroom greatly benefited.

In planning the school playground, don't forget that the children themselves will help solve many difficulties. They will be only too happy to put the ground in better shape for their games. Have the boys lay off a baseball diamond where there is no danger from stray balls, either to windows or to children playing other games. Indoor baseball played outdoors is an excellent game for the boys and girls on the school playground. Provide good balls. The best are the cheapest in the end. Some of the pieces of apparatus which have been found to be most popular on

school playground are swings, teeters, a sand box for little children, and, by all means, a slide. Every playground should have its jumping pit 10 ft. by 15 ft. The earth should be spaded up and raked until smooth. It should be kept in this condition, for many sprained ankles and other injuries are the result of the boys' jumping on the hard ground. Jumping is easier if a plank is embedded at the edge of the pit for a "take-off." Provide a pair of jumping standards. All apparatus should be placed where it will not interfere with the open space needed for games, and where there is no danger of a child being hit by a swing when he is playing another game.

The best playgrounds are always the ones where the children get most of their play through active participation in games, and outdoor sports. The first essential of a playground is play leadership. This cannot be emphasized too strongly. It is not schoolroom discipline, but rather organization and leadership. A sympathetic attitude is the first essential. Psychology and philosophy of discipline should be studied from the point of view of the children, rather than from books. No amount of technical training will bring results, if a love of children and play are absent. However, discipline is absolutely essential. Be kind, but firm; prompt and consistent. Boys in particular always respect a teacher who enforces discipline. All boys have models, ideals, and they want the real article, strong and reliable. The reason a boy likes you (if he will tell you) is, you made him mind and do what you wanted him to do, when you wanted it done, and the way you wanted it. Not once in a while, but all the time. *You are not doing a boy or girl justice to let them have their own way unless that way is right.*

Keep all children busy doing something. Never suggest a new game to the children until they get tired of an old one.

The fewer rules the better. Insist on fair play, gentlemanly behavior and language.

A most important fact is that you regard your work as an instrument with which to build character and make good citizens. The playground should be a field of character.

Appoint leaders in mischief as assistants in caring for the younger children. Be sure that they know the rules of the game. But do not fancy that when you have appointed these leaders you can go into the schoolhouse and correct papers. You must be right on the ground all the time. But do not be a bench-warmer. Play with the children. Set the pace for vigorous action, skill, courage, regard for rules, and sportsmanlike temper in defeat or victory.

"A boy cannot play games without learning subordination, and respect for law and order."—Joseph Lee.

Never hesitate to participate in the play, because of personal dignity. *Practice what you preach.* Don't fly all to pieces every few minutes and wonder why the children behave so. By playing with the children you

will come into closer contact with your boys and girls, and if you prove you are fair and square in your decisions and insist upon fair play from them, you will gain their respect and admiration. You can bring home in half an hour's play ethical lessons which you could talk on for a year in the schoolroom, and fail in making an impression.

Full explanations should be given before each game. Each playground teacher should have a whistle. This saves strain on the voice, and should be understood from the outset to command instant quiet, and all play to be suspended when it is heard.

The best playing values of a game are lost when played by more than 30. The reason for this is the infrequency with which each child can get an opportunity to participate, i. e., handle the ball, run, leap, jump, etc. Group play, by which is meant the division of players into smaller groups, is the ideal method for getting the best sport, and the greatest value out of the games.

The choice of games should be left to the children, after they have learned enough games to have a choice. The teacher should suggest in this regard, and not dictate.

Children are made to be able to stand a few falls, knocks, and bruises. Don't fear to see them fall now and then. This is nature's way of training agility. Circle or ring formations have a pronounced tendency toward a spirit of unity among players. A method of forming concentric circles is to form a single circle, and have every alternate player step inward.

Allow or encourage certain relaxation, and make that a part of the game or exercise. When it is too hot to do anything calling for active exercise, quiet games of educational value are played, as Beast, Bird, and Fish; Air, Fire, Water; Button, Button, etc.

There have been a number of suggestive books on games published; some of them are: *Games for the Playground, Home, School, and Gymnasium*, by Jessie Bancroft, containing descriptions of many kinds of games from singing games for little children to outdoor games for older boys and girls; *Education by Plays and Games* and *What to Do at Recess* by George E. Johnson; Emmet Angell's *Play; Games and Dances* by W. A. Stecher; Mari R. Hofer's *Popular Folk Games and Dances*; Henry Sperling's *Playground Book*. Many others might be mentioned. A complete bibliography of books on games is to be found in the report of the Committee on Games issued by the Playground and Recreation Association of America. The American Sports Publishing Co., 21 Warren Street, New York City, publishes an athletic library of ten-cent booklets containing the rules for baseball, indoor baseball, playground ball, and other ball games.

To establish a standard of physical efficiency, the Playground and Recreation Association of America has established a series of Badge Tests, for both boys and girls. Upon request, the Association will send

rules for conducting these tests, and also the certification blanks which will enable the boys and girls to secure the badges. There is nothing better than these badge tests and class athletics to do away with the feeling that only the best athletes in a school might enter in competitions. In class athletics a record is made by the whole class or school, rather than the individual. The tests are not easy.

I understand that it is difficult for women teachers to superintend athletics for boys, because boys have an idea, as a rule, that they are going to be led into something "babyish" that will make "sissies" of them. These tests will greatly appeal to boys. It requires a good deal of practice and skill to win a badge, and the possessor of such a badge has a right to be proud of his athletic skill.

Girls no longer think it is "unladylike" to run and skip. You will find, however, that they have no conception of team-work games. Begin with simple games like three deep, touch ball, and gradually work up into the other games that require skill and team play. Girls are very anxious to play basket-ball, but in the grade schools this game is far too strenuous, and more harm than good may come from the game. Captain ball is an excellent game to substitute for basket-ball. Do not forget the series of badge tests for girls corresponding to those for boys.

There is no form of play that girls of all ages love more than they do folk dancing. A number of books are published which will enable even the most inexperienced teacher to include some folk dances in her play program. An outline of girls' activities which is very suggestive is issued by the Department of Physical Education of the Public Schools of Kalamazoo, Michigan.

Finally, try and remember in all your work with children that "An ounce of sympathy and love for children is worth a pound of psychology."

The Latest Flower of Chivalry

ALICE DAY PRATT

HAVING been granted the dangerous privilege of saying whatever I please, I have decided to ride a hobby. I was born a lover of animals. Nothing in life has caused me so much pain—and the fact that it has been keen and constant suggests the prevalence of the conditions about which I intend to speak—as our universally indifferent, unthinking, untaught, heartless attitude toward our little brothers in Nature, both those who remain in Nature and those for whose condition we are wholly responsible, having domesticated them and determined their way of life.

Once, years ago, I was passing on the street car through perhaps the most crowded block of downtown Chicago. On the edge of the sidewalk, where he had just standing room between the hurrying crowds on the footway and the driveway, stood a dog. Every bone in his body was pricking through the skin; his head was hanging in utter discouragement with the chances of life. Past him, day after day, as he drooped and starved, rushed throngs of Christian (?) people who had glibly recited since babyhood, "Blessed are the merciful, for they shall obtain mercy." To any one of these unseeing hosts this dog's whole nature would have responded with boundless affection.

This little scene has remained typical for me of our attitude as a race toward other races. How much certain "traditions of the elders" as to the existence of all other species solely for our use and glory may have fostered this arrogant attitude of ours may be only conjectured. One can imagine the great Dinosaur giving himself just such airs in his relation to the little reptiles.

Now the phase of this subject that I wish to bring to this publication is the question of the training of children in the right regard for animals and the really great character-forming possibilities of the process.

The wise ones tell us that our youngest citizens are, in their tastes and impulses, their instincts and intuitions, much more vitally and organically in touch with Nature than their perverted elders. The thin veneer of civilization in which we delight to hide our heads, believing ourselves immersed therein, impresses them not at all. They are still in the age of Wonder—of open mind and unbound sympathies.

For countless ages it was the lot of the human child to be born into a close companionship with the creatures of the woods and fields and into the immediate presence of all the seasonal phenomena of Nature. How much of the hardness and materialism of our city-bred folk may not be traceable to the sudden separation of childhood from this natural and congenial companionship?

. It is natural that our companions should be both beneath and above us in constitution and power, both depending upon us and condescending to us. We should be both little among the great and great among the little. This latter condition the animal creation supplies for the young human.

Let us imagine ourselves in the position of perpetual uplooking to our companions (our attitude toward them always more or less propitiatory, sometimes hypocritical), and with no creature looking to us for love, kindness, and consideration.

All who have been privileged to care for little children will testify to their spontaneous interest in animals and their delight in all out-of-door experiences.

Let the farm-bred reader imagine his childhood as having been wholly deprived of the recurring delights of the springtime—not only nor chiefly the *beauties* of Nature, but the renewing of the animal creation: the appearance of the first exquisite brood of tender “biddies,” led proudly from their hiding place and demanding regular and considerate attention, the little pigs duly valued and carefully nurtured, the lambs, the calves; Tabby’s furry family, rapturously discovered in the hay-loft, and faithful Collie’s shaggy troop with their irresistible appeal.

Every country child has the opportunity to practice benevolence, and this virtue should be practiced early. If it is our idea of a perfect deity that he exercises tender love and consideration for creatures infinitely beneath him, should we exempt ourselves from such obligation?

Why should we feel any confidence in prayer for such benefits and mercies as we ourselves have the power but not the will to confer?

It is my plea, that in developing and training a child’s sense of obligation toward these creatures that he naturally loves, in teaching him wise, patient, and considerate care of all according to their nature, we are developing godlike traits, among which is the “quality of mercy.”

There is an incongruity in the association in the same character of religious pretensions and indifference to suffering. The pious brother whose stock go unsheltered in the icy rains of winter, underfed and overworked, who employs barbarous methods of slaughter, whose faithful dog fears to approach him, need offer no public prayers for me. I should not consider them effectual even though fervent.

Many a child has received his initiation into the practice of “atrocities” on his father’s farm. How easily may such an acquirement be turned against a human enemy! On the other hand, what a school of humanitarianism the farm may be!

Possibly it is one of the consequences of slavery and the relegating of all farm work to the colored folk that the care of stock has, in the South, been robbed of much of the dignity and importance that pertains to it in some other parts of our country. Certainly indifferences to the condition of even valuable animals is far too prevalent. One of the

offices of the teaching of agriculture in our schools should be to impress upon children the importance of the balanced ration, of systematic care and good housing.

They should be taught concretely what an economical, balanced ration is, for the horse, the cow, the hen, and should learn to compare the results obtained, for instance, from a well-fed, well-housed flock of hens and from the neglected hangers-on of the barnyard.

The town child, if fortunately he may have a pet or two, should be made responsible for their care and should be held to it. He should be taught that it is worth while to provide a cozy shelter for Towser and Tabby against the cold of winter nights, making all the difference between warm comfort and keen suffering.

The caged bird, if, unfortunately, there is one, is the extreme symbol of helplessness.

Let us teach the children that both Mrs. "Do-as-you-would-be-done-by" and Mrs. "Be-done-by-as-you-did" are looking on.

Is not regard for animals the latest flower of chivalry?

We in America should lead in educational progress more than should the people of any other nation. This means that the work of the schools must be constantly improved as social conditions change, and as new needs arise. This is precisely what the new education is striving to accomplish, and the changes which you see taking place in the schools are occurring in response to the ever widening and deepening conviction that the business of the schools is to teach the young what they will need to know and to do when they face the problems of actual life.—*Mother's Magazine for March.*

What We Are Doing to Conserve Food and Keep Down Waste

NANNIE F. JETER, Manager of the Dining Hall

I BEGAN my efforts to keep down the waste as soon as I came to the Training School, two years before war was declared. I had been here only a few weeks when I asked all of the seniors who presided at the tables to come to my office and talk over the question of waste.

I asked them to help me, assuring them that if they saved on bread, meat, etc., I could give them ice cream and other dainties so dear to their palates. This helped some, but it has taken grim, cruel, relentless war to bring them to real saving. The students' coöperation during the past few months has been both wonderful and beautiful. I started in the dining-room to preach the "Gospel of the clean plate," until now the girls take great pride in showing a clean plate after the meal is over.

Next, I learned to a cupful how many beans, peas, meat and bread would go around, and everything is measured. If any food is left from one meal we try to fix it in a palatable form for the next meal, to avoid carrying over waste food. Waste in the kitchen is carefully guarded; servants are required to take on their plates only what they can eat, and woe betide the one who is caught with a plate partly filled with food in the act of scraping it out.

The garbage can requires the closest attention, and is inspected daily. Nothing goes into it except eggshells, potato skins, bones—after being boiled to extract every particle of flavor—coffee grounds, tea leaves, orange skins, except what I need to conserve for seasoning, and the roots and outside leaves of cabbage and collards.

Clippings from a newspaper, "Garbage Pail—Put In" "Garbage Pail—Keep Out," have been posted on the wall of the kitchen and all the servants, kitchen and dining-room help asked to read these and follow these instructions as far as possible. This plan worked admirably, with the result that the waste from a meal will scarcely fill a quart cup.

When I came to the Training School I found a large cask of black cooking molasses. Since sugar has been so scarce, I boil the peelings and cores of apples, which were formerly used for making a heavy thick jelly, add to this a very little sugar, and make a fruit syrup which I put in this cask of cooking molasses to improve its flavor, and, like the "widow's cruse of oil," it never gives out.

We save every piece of bread and make crumbs to be used on top of baked dishes and to roll fish in before baking or frying. Every ounce of fat is saved, rendered, and mixed with other lard, and used as shortening for biscuit, thereby saving many a tub of lard.

After boiling the bony pieces of meat, from which we make stews, and baked dishes, we take the stock and with the addition of a few vegetables make the soup which forms the main dish for our Monday's lunch.

Speaking of the garbage can, when I went to look over its contents a few days ago I found about a dozen nice looking baked apples. Upon inquiring, one of the servants told me that one of the "young ladies" had slipped up on her high heels and lost her apples as she was carrying them to her tables. I hated very much to lose the apples, but as no harm was done to the "young lady," I readily forgave the loss of the fruit. But any loss is rare.

All of the fats and waste grease not good for food I make into soap. A full description of the making will be given elsewhere. This soap is used practically for all dishwashing and scrubbing. We are using about half the quantity of sugar that we used this time last year. Our desserts consist mostly of fresh, canned, and dried fruits. When eggs were not obtainable some time since, and the girls were hungry for some Sunday cake, I went to my old-time recipe book. I glanced at the fruit cake used so often in my early housekeeping days, and below I give the ingredients:

FRUIT CAKE OF 1890.

1¼ lbs. butter	2 tablespoonfuls cloves
1½ lbs. sugar	2 tablespoonfuls nutmeg
1½ lbs. flour	2 tablespoonfuls mace
1½ doz. eggs	2 tablespoonfuls cinnamon
2 lbs. raisins	1 tablespoonful ginger
2 lbs. currants	2 wineglasses brandy?
1 lb. citron	

I was short on sugar, brandy, and some of the fruits, so I changed the recipe to the following, which was pronounced a success and good substitute:

FRUIT CAKE OF FEBRUARY, 1918

2 cups Oleo or lard
1 cup brown sugar (can be omitted and put in syrup)
2 cups molasses
2 cups sweet or sour milk
3 eggs (or omit and put more milk)
1 tablespoon and 1 teaspoon of soda
2 tablespoonfuls of ginger
1 tablespoonful of cinnamon
1 tablespoonful of vanilla
1 cup chopped raisins
1 cup jam
1 cup preserved orange peel
2 spoonfuls of baking powder
8½ cups sifted flour

Bake in a greased mold for two hours.

In my early days of housekeeping I did not think a breakfast could be served without meat, but now we all eat and enjoy our meatless breakfasts. When we serve meat or gravy, we do not serve butter.

Cutting down the per capita amount of flour, fats, and sugar were the problems that all had to solve, and the director of supplies worked constantly on this.

When the general call was made for the cutting down of the amount of white flour, the buyer bought graham flour, an increased amount of oatmeal, grits, and hominy. Graham flour biscuit have been on the table once a day since September.

Cornbread without eggs is served once every day; and sliced Graham loaf makes the third meal.

On Sunday morning the hearts of the girls have always been gladdened by the sight of "Sally Lunn" muffins. When eggs were scarce and high we had to disappoint them, and when I crossed the campus I was greeted with, "Oh! Mrs. Jeter, when are we to have some more muffins?" At last a crate of eggs came, and I was afraid to use them as freely as formerly, and, calling my ally, the bread cook, we made the same quantity of bread, using exactly half of the eggs formerly used, and everybody was pleased and no one knew the difference. In the fall when the Food Administrator called upon the people to cut the amount of white flour from five pounds per week for one person to four pounds, the school was serving a fraction over two and a half pounds. We are using far less than that now. Fresh pork has been almost cut out.

Last year we served bacon about three times a week. This year it is a treat about once a week—two-thirds cut. Last year we had ham once every week. We now serve it about once in two weeks. An increased amount of cereal might seem to mean an increased use of sugar, but raisins and dried figs served with the cereal takes the place of sugar. Some skeptical person might ask if the girls are getting enough to eat. I defy any school to show a healthier, handsomer, or better fed crowd of girls.

The amount of beef used has been cut down perhaps to one-fourth of the former amount. This is no longer the foundation of the fare.

With all of these changes in our manner of living, I am pleased to say that I have not heard a complaint, from president's office to kitchen help.

The housewife must learn to plan economical and properly balanced meals which, while properly nourishing her family, do not encourage overeating or waste. It is her duty to use all effective methods to protect food from spoilage by dirt, heat, mice, or insects. She must acquire the culinary ability to utilize all left-over food and turn it into palatable dishes for her family. If only one ounce of food a day goes to waste we will in one year lose 1,300,000 pounds of food.

This is a war that will be won by the women of our land. The kitchen is a place of infinite possibilities, a laboratory of interesting experiments, an altar upon which the sacred fires burn. The domain of the housewife has been raised from obscurity and hard labor to a position requiring brains to conceive and system to operate.

Domestic Economy takes its place beside Political Economy, and "woman's sphere" stretches from Dan to Beersheba, and from the hearthstone to the Capitol.

The Home-Acre Flock

It may surprise the readers of *Mother's Magazine* to learn that a great bulk of the poultry and eggs consumed each year by our teeming millions of people is the product of poultry flocks managed by women, says Charles L. Opperman in the March *Mother's Magazine*. This condition, however, can be more readily understood when we come to realize that from eighty to ninety per cent of these products come from the general farms of our different States, and that the manager of the farm flock is the woman in the home. Upon her falls the task of renewing the flock and looking after the breeding, feeding, housing, and general care of the birds. How well she has accomplished her task is strikingly shown in the tremendous growth of the industry during the past few decades. Today we speak of it as our billion-dollar industry, a splendid tribute to the skill and perseverance of our farm women. One may truthfully say that woman is the master poultry-keeper of America.

While it is true that the woman on the general farm has played a big part in the progress of the poultry industry, we cannot overlook the fact that an almost equally important role has been carried out by her sister home builder in our countless suburban towns and villages. The majority of the latter class are producers in the sense that they produce sufficient eggs and poultry to supply the family needs, but it is not unusual for such flocks to return a tidy profit to their owners at the end of the year from the sale of surplus eggs and poultry. In fact, only last year, I ran across a suburban flock of one hundred and fifty birds that made their owner a profit of over three hundred dollars for the year.

Making Our Own Soap

M. E. J.

THE story of our soap made at East Carolina Teachers Training School for the kitchen, in the kitchen, and from the kitchen grease, is a story in conservation that is worth passing on. Long before war was declared and the necessity for checking the waste had been impressed upon us, the soap made in the kitchen of the School was a matter of pride. This was when the skins of bacon were saved for the grease keg, the enlarged "soap gourd" cherished by our grandmothers. It was also in the days when bacon was lavishly used and an abundance of beef tallow from the chief article of food fed to schoolgirls, beef, found its way into the keg. The waste fats were carefully sorted and saved, the beautiful, clean, white fat going into one keg, and the "shoddy" into another; and they were made up separately. The result of the former was a pure white, hard soap that could pass over the counter of any drug store for pure Castile, or, if put on the market in cakes, stamped with a trade-mark, and wrapped attractively, would be a rival of Ivory soap. The one who has charge of the dining-room and kitchen of the School knew the formula used by her foremothers for making soap for the plantation, and had inherited from her mother a love for the soap gourd. She also knew that the old-fashioned negro could conjure the soap pot as no white hand could. She discovered among the servants just the one she was looking for—a real artist in soap-making. Whenever fifty pounds of grease were in the soap keg, "Aunt Fannie" was given permission to take a day off to tend the soap pot. She would accept the ingredients given her, and would let the lady give them to her in the correct proportion and would listen to the scientific instructions and smile, and merely ask to be let alone and she would make it. But she said they must not hurry her; she knew when it was time. She proved herself the true creative artist in her demands. She said she didn't care so much about what amounts went into the soap, but she could make soap out of grease, lye, and water, if the moon was right, the weather was right, and if she felt just like making soap; but she would make only a "mess" if she couldn't do it in her own way. Another demand was that nobody was to touch it but herself, and nobody was to doubt it. Nobody ever dared to interfere with her and force her to make it when she was not in the mood. She has never failed to make good soap.

After food conservation became the watchword of the kitchen, bacon fat was used for cooking; the amount of bacon was cut down; the meatless days and the porkless days reduced all fats to a minimum, and the few skins were put in bread; the bacon fat was used over and over for cooking until there was nothing left to use; tallow was used in cooking to

the last bit. It looked as if there was to be absolutely nothing left for soap grease, but the watchful eye found it. The plates were carefully wiped out after gravy or meat had been on them. The greasy fishbones were put into the keg. The charred scraping of the pans after the fat had been used repeatedly, also went into the keg. The soap-grease keg had caught what the drain pipe and garbage pail, unnoticed, had caught in the plentiful times before the war. Soap was higher and the soap made last year was getting low, so the soap problem was getting closer.

"Grease, lye, and water are the essentials of soap," and this was grease; therefore, soap should be the result. Finally, the fifty pounds were saved; "Aunt Fannie," the moon, and the weather were all just right; therefore the soap was made. True, it is not the pretty white Castile-looking soap, no more than the bread on our tables is pretty and white, but it does the work of soap; therefore it is a success.

In the meantime, "Aunt Fannie's" fame had gone abroad, and some ladies had asked to see the soap while it was in the pot and to see how to make it. She had three pots, or "bilings," to make. One of these was not nearly so much a success as the other two, because one of the ladies touched the paddle with which Fannie stirred it, and the soap was disturbed at the touch of another hand; another one asked questions which showed she doubted it, that made it "angry," and it took three times as long for it to cook. It cannot be denied that it took the "angry pot" three times as long to cook as it took the others.

The soap is made by the following formula:

50 pounds of grease
16 boxes of lye
12 to 15 gallons of water

The tubs of soft soap are set aside and allowed to stand for some time so that it will become hard. The longer it stands the harder it gets. It is cut in blocks and placed on planks and dried in the air. It is very much better to make it in dry weather unless allowance is made for the moisture that will be absorbed from the air, and less water is put in. If the soap separates and does not mix well, more water is added; if it is too thin, it is boiled down to the right consistency. The testing of the soap is by pouring into a saucer and if it forms a hard cake and lathers well, it is done. Any one who has tested fudge can test soap.

The soap is made in a big steam caldron, shaped very much like the old-fashioned wash-pot that has been used for soap-making all through the South wherever the old customs have been kept up.

The soap-making here is just the same as the soap-making practiced on every plantation years ago, and it is still made on many farms. This is simply adapting to an institution one of the old-fashioned methods of conservation used by every thrifty housewife on the farm.

Housewives, Attention!

The Massachusetts Woman Suffrage Association has issued the following timely advice:

GARBAGE PAIL—PUT IN

Egg shells—after being used to clear coffee.

Potato skins—after having been cooked on the potato.

Banana skins—if there are no tan shoes to be cleaned.

Bones—after having been boiled in soup kettle.

Coffee grounds—if there is no garden where they can be used for fertilizer, or if they are not desired as filling for pincushions.

Tea leaves—after every meal.

Orange skins—unless used as source of jellymaking material to be added to rhubarb or strawberry juice.

Asparagus ends—after being cooked and drained for soup.

Spinach—decayed leaves and dirty ends of roots.

GARBAGE PAIL—KEEP OUT

BREAD—Slices may be used for toast, moistened with hot salt water. Crusts and pieces may be dried and crushed for use on scalloped dishes. Mixtures of different kinds of breads and muffins may be crushed and used like ready-to-eat cereal. Pieces may be softened in water or milk and used in brown bread, griddle cakes and muffins, and for stuffing.

FAT of all kinds—May be melted and strained, some used in place of lard and butter. Any fat too hard, too strong in flavor, or too old may be used in soap.

TABLE WASTE—Each member of the family should be trained to take on his plate only as much as he will eat.

COOKED EGGS—Scramble, omelets, etc., may be used in garnishing salad, in hash, soups, etc.

MACARONI and cheese, tomato sauce, etc., etc., as stuffing for peppers, tomatoes, etc.

COOKED CEREAL—May be reheated, may be fried and served with syrup, may be used in muffins, bread, griddle cakes, puddings.

MEAT—May be served cold, reheated in gravy, chopped and served on toast, chopped and mixed with potatoes, or bread, for hash.

SOUP MEAT—Only about 1-20 of the nourishment in meat is drawn out in making soup. The flavor is also drawn out, but if more flavor can be added to the meat it can be used in a meat pie, stew, hash, mince meat, etc.

TABLE WASTE—Only as much should be prepared as will be eaten.

VEGETABLES, and water in which they have been cooked—Vegetables may be used for salad and for soup. Water may be thickened, milk and seasoning added, and used for soup. Vegetable water may also be used to make gravy for roast meat and used instead of plain water in cooking meat for stew.

STALE CAKE—May be steamed and served with a sauce, as pudding.

—*The Woman's Journal.*

Make the Farm Poultry Produce More

HERBERT E. AUSTIN

CHE real function of the public school in the community life is being shown as never before in the history of our State. It is the center to which all the people of the community are coming in increasing numbers for help in meeting the perplexing problems of the day and hour. It is the center from which is going out inspiration and suggestions that will result in more efficient living.

Two great problems face our country today. To bring this war to a successful close as soon as possible; to prepare our boys and girls to take the places of leadership in the world's life after the war. Both are imperative; both compelling. In both, the teacher and the public schools must play a vital part.

The pressing problems of the day and hour are the real teacher's opportunity to vitalize her school work; to link school with home and life by a tie that shall never in the future be broken.

The great problem of the day and hour is food production and food conservation.

The world is clamoring for food. How to add to the world's supply of food is a burning question in every community and household. The teacher and the school can help. Garden work, poultry club work, pig club work, etc., become the needs of the hour.

Below are some suggestions for practical poultry work:

LESSON No. 1

SUBJECT: *Poultry.*

PROBLEM.—How best can we increase the poultry products of our community without materially increasing the labor and cost of production?

FACTS that should be known and their value appreciated:

1. There are enough wastes about the average farm in the South to support a flock of one hundred hens without materially interfering with the work of the farm.
2. The average yearly egg production per hen could easily be raised to one hundred eggs per hen instead of seventy-five as at present.
3. The average flock of hens contains too many slackers. Thirty to forty per cent are boarders, not workers. The following figures taken from a report of investigations made in Connecticut by poultrymen from the Connecticut Agricultural College are significant:
 - a. Number flocks observed, 75; number hens observed, 7,556; number eggs laid week previous, 2,130; number workers found, 4,419; number slackers found, 3,137; number eggs laid after removal of slackers, 2,018. The removal of 3,137 hens reduced the egg production only 112.

- b. Number flocks observed, 1; number hens observed, 980; eggs laid week previous, 2,406. Number workers found, 677; eggs laid by workers week after, 2,750. Number slackers found, 303; eggs laid by slackers week after, 10.
- c. Number flocks observed, 1; number hens observed, 78; number workers found, 14; number slackers found, 64. No loss in egg production after culling.

ANSWERS TO OUR PROBLEM.—A knowledge of the above facts suggest the following answers to our problem:

1. Increase number of hens on farm to one hundred.
2. By better breeding, elimination of scrubs or mongrels, better feeding and care, raise production to at least one hundred eggs per hen.
3. Cull out the slackers; replace them with workers. Workers have pale yellow legs, beak, ear lobes and vent. The pelvic bones are wide apart and flexible. Slackers have yellow legs, beak, vent, and the pelvic bones are narrow.

LESSON No. 2

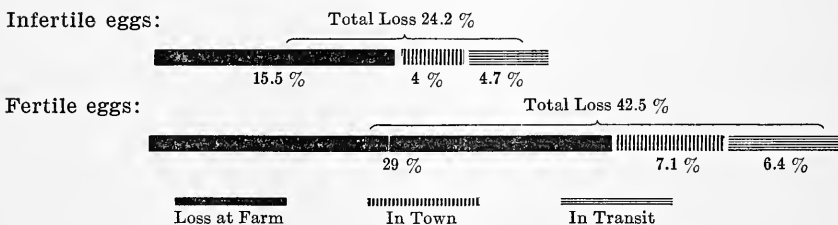
SUBJECT: *Poultry.*

PROBLEM.—How can we help to prevent the great annual loss due to bad methods of producing and handling eggs?

FACTS that should be known and their value appreciated:

1. Farmers lose millions of dollars annually from bad methods of production and handling eggs. The product of the American hen loses \$50,000,000 in value between the time it is laid and the time it reaches the consumer.
2. At least one-third of this loss is preventable, because it is due to the partial hatching of fertile eggs which have been allowed to become warm enough to begin to incubate. The fertile egg makes the blood ring.
3. The rooster makes the eggs fertile.
4. The presence of the rooster is not necessary for the production of eggs. He merely fertilizes the germ of the egg and makes an egg that will hatch. The fertile germ in hot weather quickly becomes a blood ring. Summer heat has the same effect on fertile eggs as the hen or incubator.
5. Infertile eggs will not produce blood rings.
6. Hens not running with roosters will produce infertile eggs—quality eggs that keep best, market best, preserve best.

PER CENT LOSS OF FARM EGGS



Graph teaching desirability of infertile eggs for market

7. The market desires clean eggs, uniform in size and color. A few low grade eggs in a case lowers the grade of the whole case.
8. Eggs will absorb odors.

ANSWERS TO OUR PROBLEM.—From the above facts we can obtain the following common-sense rules:

1. Remember that heat is the great enemy of eggs, both fertile and infertile.
2. Gather the eggs twice daily and keep them in a cool, dry place, free from odors.
3. Market the eggs at least twice a week.
4. Grade your eggs as to size. Uniformity in color may be secured by keeping but one breed of hens.
5. Never send a dirty egg to market, or one that has been washed.
6. Sell, kill, or pen all roosters as soon as the hatching season is over.

LESSON No. 3

SUBJECT: *Poultry.*

PROBLEM.—How can we help to prevent the great annual loss due to bad methods of production and handling of eggs? (*continued*).

FACTS to be known and their value appreciated:

1. Many eggs fail to hatch each year because they are not fertile. It is estimated that sixty-four and a half million eggs are destroyed annually by this cause. At 15 cents per dozen what would the annual loss amount to? at present prices?
2. Infertile eggs are due to the following causes:
 - a. Having too many hens running with one rooster.
 - b. Having a rooster of weak vitality.
 - c. Not having the hens running with the rooster for a long enough period before the eggs are selected for hatching.
3. Infertile eggs, if they do not remain over seven days under the hen or in the incubator, are good for cooking purposes other than being served as boiled, scrambled, fried, etc.

ANSWERS TO OUR PROBLEM.—An appreciation of the above facts will suggest the following rules:

1. Select nine or ten of your best layers from your flock and place them in a pen with a good vigorous male bird, apart from the rest of the flock, three weeks before you begin to select the eggs for hatching.
2. Do not use eggs over ten days old for hatching.
3. Do not use eggs that have become chilled for hatching.
4. Remove the infertile eggs from under the hen or the incubator before they are spoiled.
5. Have a rooster of good vitality. His vitality is indicated by a good long lusty crow, and his ability to domineer over the other male birds of the flock.

In the development of the above lessons we are under obligations to the following:

United States Department of Agriculture:

Bulletin No. 464. Lessons on Poultry for Rural Schools.

Farmers' Bulletin No. 287. Poultry Management.

Special Bulletin, November 30, 1914. Suggestions in Poultry Raising for the Southern Farmer.

Farmers' Bulletin No. 574. Poultry House Construction.

North Carolina Agricultural Experiment Station: Bulletin No. 221. Profitable Poultry Raising.

Agricultural Extension Service: Extension Circular No. 6. The Proper Methods of Housing and Handling the Farm Flocks.

Progressive Farmer: Poultry Special, 1918, 1917.

The Country Gentleman: 1917-1918.

The Teacher---Her Call and Her Mission

S. M. BRINSON, Superintendent Craven County

CHE language of the Apostle Paul in Ephesians (4:10) I should like to address to these young ladies and call it my text for this discourse: "I [with elimination of intervening words] beseech you that ye walk worthy of the vocation wherewith ye are called."

I am addressing these words to people upon whom larger responsibilities rest than upon the Ephesians of nearly two thousand years ago.

Responsibilities are fairly measured by power and influence, and the modern teacher has possibilities of influence well-nigh limitless.

The badge of Divine sanction and approval belongs to her and a dignity attaches to her profession which no other can claim.

The purely secular teacher must concede priority to the teacher of righteousness—the preacher—but to no other. He, who is clothed with the authority of heaven to preach the unsearchable riches of Christ has first claim upon us; but coming closely behind him is the one who opens the eyes of the child to the fine things of God's creation and develops in him a keen sense of proportion and appreciation. Her mission is holy and her influence is measured only by the degree of her appreciation of it and ability to fulfill it.

Plastic mind offers, objectively, the finest, most promising clay for mental and moral modeling. Its pliable character, as well as the permanency and value of its ultimate shape, invests the teacher with a dignity, an immeasurable responsibility and nobility, which lifts her from the human to the Divine office.

The chiseled marble eloquently witnesses to the genius of the sculptor. The animate clay tells more eloquently still the story of patient labor and consecrated talent dealing with immortal mind.

Cold and passionless marble may for a time withstand the destructive forces of nature, but crumbles finally into its native dust.

A life quickened by her whose soul is aflame with holy zeal, a mind trained by her whose ministry includes both skill and loving interest—that child will put in motion wholesome influences which shall intensify and multiply to the end of time—even through the long stretches of eternity itself.

The efficient business methods of modern times are vast improvements over the primitive methods of early days. Barter and exchange have given place to scientific systems of finance and business. The social development of the race—and especially the intelligent appreciation of woman's large part in racial progress—has come with constantly quickening pace during these later years. Systems of government all over the world for the most part have undergone changes, all tending to

juster systems, with fuller recognition of the rights of the citizen, all with bent towards a practical and efficient democracy.

These things have come largely as the fruition of the sacrificial labors, the devoted and intelligent ministry of the teacher.

A fair assumption, I think, is that progress resultant from intellectual development must have its suggestion and its stimulus in the schoolroom. Many of the startling and revolutionizing inventions have come to us as the flowering of the seeds planted in the child-mind back in the almost-forgotten schoolroom. Much instruction thought to have been lost or wasted has yielded to the state and nation fourfold upon the investment in the matured conviction of great leaders of the race.

It is here, in the schoolroom, that the teacher, at her quiet task—frequently the dull, prosaic task—of stimulating and directing mental activity, leads the child along the road to knowledge, guiding his unwary steps over dangerous ground and safeguarding him against lurking evils. During those school days—the days of planting for the teacher—seed of moral as well as mental kind are planted and watched and tended with painstaking care until they shall ripen into infinite blessings.

The social order, the political systems, the industrial organizations have undergone marvelous changes, wholesome development, in these latter days—all because somewhere back in the modest schoolhouse of Goldsmith's fancy or the impressive schoolhouse of the city child there labors with patient care and ungrudgingly some teacher whose conscience is not satisfied with perfunctory observance of fixed schedule of work, but whose soul feels the thrill of an holy mission and finds infinite joy in the young life constantly unfolding under her touch.

In referring to the teacher I am using the feminine gender, and with ample authority for so doing. More than 80 per cent of the teachers of youth are women. It is not a mere coincidence that the number of women teachers has relatively increased as our country has expanded and developed.

We first find a woman under the hard and cruel restraints put upon her by her husband, the life of drudgery and slavery to which this complacent master and husband committed her. Practically all the teachers then were men. A thousand years later and, despite the growing spirit of independence, only about 5 per cent. of the teachers then were women. There were no institutions of learning for them. Now more than 80 per cent. of the teachers are women, and their institutions of learning are many and compare favorably with those for men.

All of this has come, keeping pace in every step of progress with the growing conscience of the race. The world was never before so greatly under the sway of conscience as today. This is said with full knowledge of the wide variance from this rule, the glaring exceptions to it, of the few nations whose lusts for empire has dulled the hearing to the still, small voice of conscience.

The output of the school bears the imprint of woman, who teaches and practices the doctrine of helpfulness, who idealized him who makes the path of humanity straighter and easier and not him who moves with strident step across the stage, full-panoplied for savage and brutal war.

The moral force of America has been intensified and given finer tone by that influence quietly exerted in the schoolroom, that spirit which has kindled the blaze of national pride in the men and the women whose patriotic and disinterested service has made America the leavening power in the world civilization.

The tender qualities of woman, her large store of sympathy, her generous impulses, give her natural equipment for child training and instruction, and she, better than man—unless he be the rare exception—can develop the gentler nature, can soften and mould the character of plastic child.

I wish to discuss briefly *The Teacher's Call And Her Mission*.

In the first place, the call to this service comes from a source higher than any human authority.

"Get wisdom, get understanding" (Proverbs 4-5), we are told in Proverbs, and insistently told to get instruction. This must presuppose the teacher who is to impart this wisdom, this instruction.

The teachers of religious and secular matters were then the same, but the separation of these important offices does not affect the responsibility of carrying on the work of both.

Gamaliel, the teacher of Saul, held high station in the Sanhedrin and, through all these centuries, is remembered perhaps as much for the openness of his student-mind as the thoroughness of his instruction.

Timothy (I:3,2) includes among the qualities required of a bishop that he "must be given to hospitality, apt to teach."

In Psalms (94:10) the necessity of the teacher's equipment is set out, viz: "He that teaches man knowledge, shall not he know?"

The high value placed on wisdom—its transcendent importance—by implication vests the one who imparts it with high dignity and honor. I think wisdom in holy things as well as secular matters is included in the various passages which emphasize the importance of knowledge.

The Divine call of the secular teacher is gathered by implication more often than by direct language. *The call of the teacher springs, too, from the very organization of society.*

The ideal home would give to society, as its product, the well-trained citizen. But in practical life it is rare that one can find in a single family conditions essential to the wholesome instruction and development of the child. Incapacity of parent for this important work, or lack of time in this stressful modern life, preclude it. It, too, perhaps accords best with the spirit of democratic institutions—as it certainly is demanded by the necessities of the situation—that the instruction of the child should be committed to the secular teacher.

The practical situation, the economic situation, the social organization, give urgent call to the teacher, and to the degree that she responds, in numbers and efficiency, will the adjustment be wise and beneficial.

Our political system itself gives strenuous call to the teacher.

If we were living under the sway of some absolute monarch, and our destiny should be to so continue to live, it would be unwise, both for the governing class as well as the governed, that the latter should be educated. Henry George stated it strongly as well as truthfully when he said that "If a slave must continue to be a slave, it is cruelty to educate him." There is humanity and profound philosophy in this statement.

If a man is always to remain in servile relation to another, to acquaint him with the happy lot, the fortunate circumstances, the independent lives of other people would merely tend to embitter his own life and fill it with useless, unavailing discontent.

This condition does not obtain in a nation such as ours. Here every man has a voice in naming the officers and shaping the policies of the Government. The need, then, of general enlightenment is manifestly important, even necessary to the permanence of our liberty.

A governmental act is an act of the whole, the concrete expression of the will of the whole, and to the degree that the body of our citizenship is educated, to that degree will the act prove wholesome and wise. The early fathers understood this fully when they framed the constitution of the State. They saw clearly the relation between education and popular government when they put in that instrument the requirement that "schools and means of education shall forever be encouraged."

They had lived under other governments and realized fully the essential difference between the old world monarchies and the forms of government which their democratic natures craved and to secure which they had braved the perils of strange seas and desperate battles.

Poor, untutored Russia furnishes an illustration of the nation—misgoverned and misguided for centuries, accustomed only to the darkness of the dungeon of political despair—now thrust into the open glare of its newly acquired liberty, cannot yet have full use of its eyes and, in ignorance and blindness, does the foolish and reckless things until adjustment, through intelligence, shall finally come.

No political power can regard itself as permanent unless that power is a grant from an educated citizenship, and no citizen, who has educational equipment, can withhold from the Government that intelligent interest in public matters which is the price of the honest return which the State has a right to expect and exact.

This is the American doctrine as opposed to the traditional doctrine and practices of the Russian Government.

The striking contrast presented by these two nations today affords splendid proof of the wisdom of the American system. The one, divided into conflicting groups, rent by civil strife, torn by contending factions,

a victim of fickle and uncertain sentiment, growing out of the enforced ignorance of the masses. The other, demonstrating efficiency of popular government by standing with practical unanimity behind an intelligent national program of peace and of war—a nation militant in the cause of individual and national honor and fair dealing, a nation now applying itself to the arts of war only to the end that the prophecy of Isaiah may come true and “the swords shall be beat into plowshares and the spears into pruning hooks, and nation shall not lift up sword against nation, neither shall they learn war any more.”

This system, the American system, presupposes an enlightened citizenship, and to the teacher we must look for this saving salt of our governmental system. She it is who shall teach the young American the principles of our government and shall stimulate a veneration for our institutions and a zeal for their maintenance in purity and vigor.

In the schoolroom, where mind is impressionable, where ideas whether right or wrong, are more easily implanted—here it is that correct ideas of government should be taught and illustrated and enforced through the government of the school itself, where responsibility of citizenship should be impressed upon every child and the strong obligation to moral living which goes with it.

A Poet Enlists

By AMELIA JOSEPHINE BURR

*And all the songs that I might sing—
Madness to risk them so, you say?
How it is such a certain thing
That I can sing them if I stay?*

*The winds of God are past control;
They answer to no human call;
And if I lose my living soul
That is—for me—the end of all.*

*Better to shout one last great song—
Dying myself—to dying men,
Than crawl the bitter years along
And never sing again.*

—THE OUTLOOK (by Permission).

Teaching Correct Usage in the Primary Grades

AGNES L. WHITESIDE

DURING the last few years educators all over the country seem to have awakened to the fact that the so-called language teaching of most of our schools has been a failure in the past in so far as developing skill and effectiveness in the use of the mother tongue is concerned. As a consequence, a revolution, as it were, has come about in the methods of language teaching, the wholesome effects of which are already beginning to be felt in the results that are being attained. Let us hope that this forward movement will continue until its influence reaches the remotest sections of our land, and the mother tongue in its purest and most attractive form shall be the common heritage of every American-born child. If this is to be the goal, parents and teachers must coöperate and do nobly their share of the work.

Before discussing how the work is to be done, let us first look into the causes which have made it necessary. Why is it that we find such expressions as "ain't," "I didn't see nothing," "He done it," etc., so common among people who should know better? In most cases we do not have to go far to find the reasons. That "language is caught, not taught," is a statement we have often heard, and those of us who are teachers come to realize more fully each year just how true it is. The child receives his earliest language training in the home, where he imitates, first consciously, later unconsciously, the habits of speech of his parents and other members of the household. Fortunate, indeed, is he if he comes from a home where errors in usage are unknown, where the only language heard is that which is used by speakers and writers of the best English.

There is an old saying that "Well begun is half done," and were home the only factor which enters into his early training, the child of the home alluded to above would grow easily and naturally into correct habits of speech. There are, however, other factors to be considered, for, during his most impressionable years, the child does not spend all of his time in the companionship of his parents and others of the family. In many Southern homes children have been left largely to the care of "Black Mammy," and under the magic spell of the melodies she has crooned to them, and the charm of the weird tales she has related, bits of dialect appealing strongly to childish fancy have naturally crept in and become a part of their vocabulary. In still other sections children have been cared for by illiterate white servants, either American or foreign-born. They, too, have left their impress upon the speech habits of the young, thereby adding other links to the chain which must later be broken if the youth of our land is ever to come into his own.

A third and most powerful factor which enters into the early language training of the child is that of the playground. As soon as the innate curiosity of the child leads him to venture forth by himself, he begins to find pleasure in the companionship of other children and to seek that pleasure as often as possible. The playground of the home gradually, as he grows older, widens until it includes that of the street, also, and his pleasure in play increases accordingly. He is not at all discriminating in his choice of companions, the children of poor and illiterate parentage often being preferred to those of better homes, preference being based upon what a "fellow" can *do*, rather than upon who a "fellow" *is*. The more wonderful the "stunts" of which he is capable, the more is he to be admired and imitated. While the spirit of play is at its height, the child's mind and heart are open wide to receive impressions, and that which he takes in so freely, naturally finds lodgment and comes out again as his own. Should it seem strange, then, that the children of the best homes, so called, are often guilty of such errors as "'Taint so," "You don't know nothin'," and others equally flagrant, when they are expressions most commonly heard on the playground?

Usually, when he enters school the child has been talking four or five years and comes with an equipment of all kinds of language, much of which the teacher must help him to get rid of, by substituting that which is more desirable. This is by no means an easy undertaking, as habits once formed are not readily uprooted. The teacher who attains even a reasonable amount of success in this work must first of all understand child-nature, and next must have a true conception of what language teaching is. She should realize that every recitation is a language lesson, and the standard of speech in one is the standard in all. Through tactful, incidental correction in conversation, and careful direction in written work, and, through the use of much rich and interesting material, she should seek to direct and mould the taste of the child so that he will eventually choose the correct in preference to the incorrect way of saying things.

Fortunate, indeed, is the child who receives his early training in a school where this new and larger conception of language teaching holds sway. He has continually before him two models—the language of the teacher and that of the best literature. The powers of imitation are so strong within the child that, when once a teacher has won his confidence and friendship, it is but a short time until he has taken up many of her ways of doing things. If she has the gift of attractive and winning speech, which we'll assume she has all the better, as before very long he will be using, all unconsciously, perhaps, some choice word or phrase which he has caught from her in the schoolroom or on the playground.

This, however, is not the only source of his new language ideals. Another, as I have said before, is the literature around which many of

the school activities center—beautiful poems, songs, and stories, which, being wisely selected, make a strong appeal to his interest and imagination. Through the frequent repetition of his favorites among these poems and stories, many of the poems being memorized, he begins to realize, vaguely at first, that their charm for him lies as much in the way the thought is expressed as in the thought itself. His “linguistic conscience” is aroused and he longs to be able to say things as beautifully as have these authors. Much has been gained when the teacher has succeeded in bringing a pupil up to this point; but there is yet much to be done.

Before correct usage can become habitual with a child he must use the correct forms again and again in oral and written work, but particularly in the former, until they come naturally and spontaneously—until they become automatic with him. He can hope to break up bad habits of speech only by forming good ones to take their place. As an aid in this, he must daily be brought in contact with the best literature, must have much oral composition, and in addition be given definite habit-forming exercises. These exercises will be all the more interesting and effective if the game element enters into them. A child’s greatest growth in language power, we are told, occurs when his interest is at its height, and interest is paramount when he plays. Some of these language drills or exercises should be incidental, growing out of the study of a favorite story or poem; others will be definitely planned for in advance by the teacher; all will be for the correction of errors in usage, common to the children of that particular group.

In almost every school *saw* and *seen* are used incorrectly by many of the pupils; therefore, various means and devices will necessarily be employed by the teacher in her effort to establish the correct use of these forms. There are two poems often given to children of the primary grades, which, aside from their beautiful thought pictures, may also serve to call the child’s attention to the correct usage of *saw* and *seen*. One of these poems is *Foreign Lands* by Robert Louis Stevenson; the other is *The Wind* by Christina Rossetti. After the former poem has been read or recited by the teacher, she may ask the children to tell her, one at a time, some of the things this boy saw from the tree into which he had climbed. “He saw the garden.” “He saw the dusty roads,” etc., will be some of the statements given. “Why didn’t he see any more things?” “The tree was not high enough.” “Could he have seen more had he been up in an airship?” Now for a few minutes imagine that you have just returned from a journey in an airship. Tell me as quickly as you can something interesting that you saw, beginning your statements with “I saw—.” This will bring out many different statements, each child unconsciously repeating the expression, “I saw,” several times.

Another device for establishing correct usage of this same form is a game in which the teacher has all kinds of interesting small articles spread out on her desk and then covered over. The children at a given signal form in a line, pass around the room quickly, pausing for a moment at the teacher's desk, which has been uncovered, and then take their seats. Each is then called upon to tell what he saw, naming only one article at a time. Later, perhaps, he will be required to write as many statements as he can, beginning each with "I saw" and naming one of these articles in each statement. This game may be varied in many ways, in one of which the teacher has the articles on a tray, which she passes quickly up and down between the rows of desks, later calling upon each child to tell what he saw.

Exercises for drill upon *has seen*, *have seen*, and *had seen* may well follow the memorization of the little poem entitled *The Wind*, by Christina Rossetti, beginning thus,

"Who has seen the wind?
Neither you nor I," etc.

This poem is one that fits in well with nature study during the month of March. After a brief and lively conversation upon good times they've had when the wind was blowing, each is called upon to tell some queer thing he has seen the wind do, beginning his statement with, "I have seen." Then each must try to recall and tell what some one else *has seen*. Many of the exercises on these same forms may grow out of the reading of the story, *The Little Lame Prince*, a story so much enjoyed by children of the second and third grades. They may imagine that they went with the Prince upon one of his journeys in his wonderful traveling cloak, and tell of the many strange things they saw.

In some schools children use *wasn't* instead of *wasn't* and *weren't*, this error also being so prevalent among the adults of those particular communities that it seems next to impossible to correct it among the children. A little game helpful in this case is one in which a child is chosen to leave the room, but before leaving selects one person—we'll say Mary—to hide in some place during his absence. When he returns, Mary is back in her seat, and he is allowed three guesses as to where Mary was, the children answering in concert or individually, as the teacher prefers, "No, she wasn't under John's desk. No, she wasn't in the book closet," etc. If two people are told to hide, the answers will be, "No, they weren't in the cloakroom," or something similar. When the leader fails in all three guesses, another is allowed to take his place. A poem that might be brought in incidentally just here is one entitled *One, Two, Three*, by H. C. Bunner, in which a dear old lady, and a little boy who is a cripple, play a make-believe game of hide-and-seek.

In the poem, *April Rain*, by Loveman, the contraction *isn't* is used repeatedly, so that discussion and memorization of this poem will be

valuable for establishing the use of *isn't* rather than *ain't*. Some of the hiding games described above may also be varied so as to help correct this same error.

In drilling upon the cardinal points the child may also, incidentally, be taught to use "It is I," "It is she," and "It is he," instead of "It is me," etc., which is so common in many places. After one or more lessons in which the children have pointed, walked, and run north, south, east, or west, the following game may be used to advantage: One child, being chosen leader, closes his eyes while four other children tip to points in the room directly north, south, east, and west of him. He then asks, "Who is north of me?" The child at that point answers, "It is I," and he must guess who answered. If he guesses correctly, that child takes her seat. If he fails to guess all four of the voices correctly, another leader is chosen, and children standing exchange places or a new group is selected and the game proceeds as before. It may be varied so as to bring in the expressions, "It is he" and "It is she."

Aside from games, there should, of course, be conversation, oral and written reproduction, copying, and dictation, all emphasizing correct usage of certain forms. Only one form should be taken up at a time, and *each* child should be given *frequent* opportunities for using that form correctly. The resourceful teacher will find countless avenues of approach to this phase of language work. But, after all, it is by her own use of correct and attractive language that she will do most to cultivate right habits of speech in those whom she teaches.

Every man, woman, and child outside of the great cities should do his or her "bit" by cultivating some kind of a garden. Even the little fence corners might be utilized for growing vines. One of the most beautiful sights we have ever seen was a row of blackberry vines trained against an old rock fence. The grateful odor and bloom of flowers and vegetables about our homes, the sight of scarlet peppers, purple egg-plants, yellow squashes, and curly cucumbers, give a joy and satisfaction that only a real home-lover appreciates.—*Mothers' Magazine*.

The Story of George Durant, Pioneer Settler in North Carolina

IDA WALTERS, '18

UENTURESOME hunters and trappers from Virginia about the middle of the seventeenth century began to thread their way through the tangled woods of the "Wilderness" to the south. Returning to their homes, they carried with them glowing accounts of the mild climate, the placid streams teeming with fish, the wild game and rich furs to be found in the country through which they had wandered.

These marvelous tales fell upon the ears of a youth, a youth who was to become one of the brave men to face the hardships and battles of pioneer life and make possible the history of the "Old North State." This youth, George Durant, was born in October, 1632, in Nansemond County, Virginia. He passed his youth in Virginia and Maryland. At the age of twenty-six he married Ann Marwood. He could not settle down in a home in Virginia, but he must go to the new "Land of Promise" of which he had heard so much. Virginia was growing, the game was fast diminishing, and land along the rivers was fast being settled. Durant, like Daniel Boone, must have elbow room.

With several companions Durant set out in 1659 to see for themselves if all they had heard concerning the Indian land to the south were true. The journey on horseback from Virginia to the new country was long and hard, for they had to follow the paths of animals and of the Indians through unbroken forests and had to ford the streams along the route.

For nearly two years Durant explored the country, and then, thoroughly satisfied that the glowing accounts of the hunters had not been exaggerated, he determined to build a home and move his family to this wonderful country where land could be had for almost nothing.

Unlike Smith and the settlers of Virginia, Durant did not think it right to take possession of the land, so he bought it from the Indians. He and his companions met the old Indian chief, Kilekokonen, and some of his braves out under a big tree near the chief's wigwam. There they decided on the price, and then the old chief gave Durant a deed to the land, the first deed on record of land bought from the Indians. So important was this deed that it is still preserved in the courthouse at Hertford, North Carolina.

The land Durant bought, which was in as fair a country as man ever looked upon, was at the mouth of the Perquimans River, a part of the strip lying between the beautiful Perquimans River on the west and her sister, Little River, on the east, and which was washed by broad

Albemarle Sound on its southern shore. The beautiful Indian name for this strip, Wikacombe, was now to give place to "Durant's Neck."

Having thus fairly and justly bought his land, Durant was ready to undertake the task of building his house. And it was indeed a task, but one that he met cheerfully. It took a long time to cut down trees and build the house, for which the materials had to be furnished from the forest around the place. At last Durant had built a log house with two rooms and an ell. It was covered with cypress shingles three feet long and one foot wide, which were fastened to laths by pegs, for there were no nails. The cracks between the logs were chinked and daubed with mud. The chimney was made of logs daubed inside with mud. The doors and windows turned upon wooden hinges.

Because of the rough way, he could bring no good furniture from Virginia, but instead used very crude, home-made furniture. The beds were made by fastening two poles in the wall near the corner of the room and putting a post under these where they crossed. The poles were covered with skins and fur robes.

After finishing his house, Durant went back to Virginia to move his family to the new home. They had to travel again the paths through the unbroken forests and undergo the hardships of such a journey. The large number of slaves Durant owned had to come with the family and help move. This large number of slaves caused Durant to be called wealthy, as wealth in those days was counted by the number of slaves a man owned. The men who had come with Durant on the exploring trip bought lands along the river and built homes. His friend, Samuel Pricklove, settled on a plantation near Durant's. Later the Harveys, Hecklefields, Jenkinsons and Catchmaids came.

The task of establishing a home was not yet over, for the woods had to be cleared and the ground made ready for the first crop. Durant kept his slaves hard at work all winter cutting down trees. Spring came earlier here, but by the time the first green shoots began to peep through the decayed leaves in the forests the men set to work to provide their barns and storerooms with enough to live upon. By the time the eglantine and jasmine were climbing the dogwood trees and the blue-bells were watching their own pretty reflections in the smooth Perquimans, the fields were planted. Durant did not expect a great harvest that year, but it was much greater than he expected.

In the forests around the settlers' homes the crimson-berried holly trees among the dark pines brightened the winter landscape. The southern spring flung wide the white banners of dogwood, made the forests more beautiful with the gold of jessamine and with coral honeysuckle, and spread the ground with a carpet of velvet moss, of rosy azaleas and blue-eyed innocents. The wide rivers that flowed by the wooded banks formed a highway for the commerce of the settlers and a connecting link with the outer sea. "And however fierce and bold the wild creatures of those

dark forests might be," there was plenty of fish in the waters and game in the surrounding woods to supply the settlers with food.

The fame of this fertile spot spread rapidly, for more people kept coming from Virginia in order to find game, fish, and plenty of good farming lands near the rivers. Soon the dense forests that stretched down to the river brinks fell beneath the axe of these home-seekers, and small farms and great plantations fringed the borders of the streams.

The people at first lived far apart in log houses like Durant's. No nails were used in building them, and later we find nails made by hand and mentioned in wills as valuable property. After Durant had been here some time and had gotten in closer touch with the outside world, the houses were of better type. The poor people still lived in log houses. Those better off lived in frame houses about forty feet long and twenty feet wide, with a shade at the back and a porch in front. The chimneys were made of bricks brought from Boston or England. The wealthier people began to build brick houses.

Durant was among the first to own a brick house. The bricks had to be brought over from England, the lime had to be made from oyster shells, and there were no skilled carpenters and masons to build it. After a long time the house was finished. It was large and high from the ground. Beneath it a large cellar ran the whole length of the house. The porch was broad and long and tall; square columns supported the roof. The hall was wide and had a large fireplace in one end. The large, high-pitched rooms had sash windows, large closets, and big fireplaces. In one corner of the kitchen fireplace there was an oven where all the cooking was done. The pots and kettles hung from a crane that swung down the chimney. The other rooms had quaint old beds and furniture which were prized highly and were, too, mentioned in wills, for it was not every day that such could be brought over from England.

Only the wealthier people's houses were furnished like Durant's. In the houses of the poorer people the beds were like those in Durant's log home. There were some pegs on the walls for clothing and perhaps a home-made stool or two in the room. Perhaps there were two such rooms and then the kitchen back of them. There one could see a rough table, some benches made by splitting logs in two parts and putting in legs, a shelf or two, a few pans for cooking, and the big fireplace like that in the homes of the wealthy.

The lights in all the houses were home-made tallow and wax candles set in wooden, tin, or silver candlesticks, according to the wealth of the family. In the fireplaces huge logs were placed on the fire, and at night the coals were covered with ashes to keep them till morning, because they had no matches, and it was not a pleasant task to get up on a cold winter morning and go to a neighbor's house to borrow "a coal," or, as the Indians did, strike flint together until the wood caught. It was

much easier to remove the ashes, lay on some kindling, take the bellows and blow until the fire crackled up the chimney.

What kind of men and women lived in these homes? The women were ever spoken of with respect. Mistress Durant and the other well-to-do ladies were industrious, good housewives who knew how to direct the slaves in the housework, cooking, cheese and candle making, and in the spinning and weaving of cloth for clothing. The poorer women did this work themselves and helped their husbands on the farms in the busy season. The men could not even handle a canoe better than the women.

The men were hardy, good workers, good natured and fond of entertaining their friends. There were blacksmiths, carpenters, sawyers, shoemakers and masons; but most of them were farmers. The blacksmiths made nails and the buggies and other vehicles the people rode in. All these people were needed by the settlement; but perhaps the farmer's life was the most interesting of them all. He raised vegetables, wheat, corn, and oats. Such a large quantity of tobacco was raised that much of it was shipped to England, and it was frequently used in place of money. They also bred horses, cattle, sheep and hogs in large numbers. Where today we see our pastures, then one could see the fields, while outside the animals were free to roam at will. The hogs fed on acorns, roots, and berries, and only when the cold winter came did the farmers have to feed their stock. So many horses were raised that a law was passed saying a man could raise only a certain number. The people took advantage of such favorable conditions and made money by shipping to the mother country beef, pork, mutton, hides, deer, and fish. The forests were valuable, for the people could ship much lumber, turpentine, and other forest products.

Durant and his neighbors worked hard, but still not all the time, for they had plenty of amusements and pleasures. They had corn-shuckings with their stories, songs, and good old-fashioned suppers, harvestings, wrestling matches, quiltings and dances. At the latter, everybody talked, danced, drank wine, ate cake, and spent a pleasant evening. The boys went fishing and hunting, tracked bears and deer, and robbed bee trees of the most delicious honey. They learned to trap fish, rabbits, beavers and bears, hunted opossums and killed wild turkeys. The boys and girls would go on chinquapin hunts, picnics, canoe trips, and horseback rides. In the last two feats the girls equaled the boys.

No one was more fond of entertainments than Durant. Dressed in his long coat and short trousers of homespun, he passed among the great crowds that thronged the large old rooms of his home. Many were the evenings the huge logs blazed in the old fireplace as Durant and his guests, seated in the glowing light, talked with one another, filled and refilled their glasses with beer and ate the luscious apples that had been

stored for winter use. Durant was so much loved by the community that for a long time courts and other public meetings were held in his spacious hall.

The colony grew rapidly and as it grew many needs arose, among the first of which was a government. At first England paid no attention to the little handful of settlers along the beautiful Perquimans, but the colony grew so that at last England woke up. She decided to show her control over the pioneers so she sent over the first governor for North Carolina, William Drummond. The people were pleased with the new governor, and, as was their right, helped make the first laws for the colony. The leading men, Durant, Pricklove, Harvey and others, were among those first lawmakers. They met under a spreading oak on a little knoll overlooking Hall's Creek in Pasquotank County. "Around them the dark forest stretched, the wind murmuring in the pines and fragrant with the odor of the spicy needles. At a distance a group of red men, silent and motionless, some with bow and arrow in hand, leaning against the trees, others sitting on the ground, gazed with wondering eyes upon the white men. Down at the foot of the knoll the silver waves of the creek rippled softly against the shore; on its waters the sloops of the planters from the settlements near by; here and there on its bosom, an Indian canoe moored close to its shore."

The men made the laws, and then, having begun our government, returned home, "to manor house and log cabin, to the care of the great plantation, to the plow, and the wild free life of the hunter and trapper." But their work was not over, for, soon some harsh governors were to try their strength. Led by the strong and fearless Durant, the settlers caused those governors to be removed from office and better ones to be put in.

Even with a government, all the needs of the people were not met, for it was a good many years before they had any churches or schools. Because the settlers had come in small groups, lived far apart and had only blazed paths for roads, it was impossible for many years to build schools. The mothers taught their children at first as they sat around the fireside in the evenings, and a little later some of the wealthier secured teachers for their children. The first school was built a long time after Durant settled in North Carolina.

There were no churches in the early days of the colony for the same reason that there were no schools. When Durant had been in Carolina about twelve years, William Edmundson, a Quaker, came and held the first church services in the home of one of Durant's neighbors. The next fall George Fox came and preached to the people out under the trees. The settlers kept working for a church until a number of years after Fox's visit the first one in the State was built on Little River. It was a rough, crude little Quaker meeting-house but very dear to the people.

Durant had led the way into North Carolina, had helped start the government, and had lived among friendly neighbors. Even when an

old man the people could not entirely give up their leader, so he became a justice of the peace and continued to throw open his doors to his friends until he died at the age of sixty-two years in 1694. Although no monument now marks his grave, none is needed for us to remember with pride the brave, fearless man, George Durant, who was such a daring and progressive leader in the early days of the "Old North State."

Economy in Clothing

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NO loyal American woman can fail to recognize that in the present world crisis her efforts must be quite as whole-hearted as are those of her brother in arms if this war is to be won for democracy. She must realize that not alone her own countrymen must be clothed and fed, but that the men of the allied countries also must have food and clothing to keep them in condition to fight. She has been told just how much flour she must save, and how many pounds of sugar her household consumption must be cut. She has had "meatless" and "wheatless" days brought to her attention. She has been guided through a maze of wheat and meat substitutes by literature unlimited, and by recipes from many sources. And it is well that she should be. But what of the restrictions and substitutions necessary in other commodities—in fuel, in clothing, in fabrics for the home? That man does not live by food alone was never truer than now; and an effective program of conservation does not apply to food alone, though we are apt to lose sight of its other requirements.

Women's Wear, a paper published for the trade world, gives in a recent issue plans that have been adopted by the makers of women's garments, by which they hope partially to overcome the difficult situation. No garment is to contain more than from three to four and a half yards of material, the amount depending upon the width of the goods. It is stated in the same issue that women show no signs of upholding the wishes of the Government, but rush to get the very fabrics which it has asked them to conserve.

Streightoff, in his *Standards of Living*, says that clothing should be the corollary of food. It should act as an insulator to conserve bodily heat. Persons poorly clad need more food than those warmly dressed. Where it is possible, both food and fuel may be conserved by wearing warm clothing. To be well clad adds to a person's prestige and self-respect; but only in making clothing serve its *real purpose* can one be *well clad*.

The Government tells us that in wool fabrics especially we need to economize, and the reasons are not hard to find. The use of the animals for meat and the reduction of flocks because of the high cost of feed have lessened the amount of wool produced. The severity of last winter killed many animals and injured both the quality and quantity of wool on those that survived. Then, too, our British importations, usually large, have ceased. Yet in the face of all these conditions the demands for equipping army and navy have greatly increased our total needs for wool.

The practical problem arises, then, How are we to meet this condition? How can we economize in clothing, thereby conserving materials needed for the army and navy—our protectors?

1. We must have fewer changes.
2. We must remodel where possible; I do not mean "where convenient," but where *possible*.
3. We must avoid extremes in style, as these necessitate frequent change.
4. We must buy durable stuffs, and wear them "to a finish."
5. We must set worthy standards, and live up to them fearlessly.

Many times it is difficult to economize in clothing because of the fear of public opinion. Prevailing high school fashions, which overdress the students and detract from the youthful charm of the wearers, are a glaring example of the "follow-the-leader" type of dressing. In the United States we have not learned to select clothing from any standpoint except a whimsical fancy. In France, to which country we always look for charm in dress, woman wears a costume to enhance her own attractiveness, not to take honors from it. In the introduction to a history of French fashions, a French woman is quoted as saying: "It is perhaps allowable to be sentimental in a sky-blue bonnet, but one must not cry in a pink one."

A few years ago the Society for the Promotion of Child Welfare in New York City in one of its exhibits distributed a small pamphlet entitled, "What was the Matter with Mary's Last Dress?" In this the following questions were asked: "Did it fade? Did it shrink badly? Did it go to pieces when rubbed on the washing board? Did it look like linen—smooth and glossy at first, and then, after washing, look coarse, and open, and dull, Did it spot when Mary was caught in the rain? Was it more cotton than wool, in spite of the salesman's assurance that it was all wool? Do you really want to know about all these things before buying Mary's next dress or coat or underwear?"

The shopper can examine the fabric by holding it to the light and looking through it for imperfections in weave and in threads. Of course, if a good, high-power microscope or a chemical laboratory were available, many fairly definite tests might be made; but as a rule the consumer is not in a position to use either of these means.

To sum up, then, the wise shopper may ask herself questions something like these when making her purchases:

1. Is this material what it is represented to be? If adulterated, how? Does this interfere with its usefulness to me,
2. If colored, Are the colors suitable to the purpose, and fast to light and washing, Are the decorations lasting,
3. Is the appearance enhanced by filling or by deceptive finishing,

The intelligent shopper will know how much she has to spend, and never spend more. She will know the quantity of material necessary,

instead of depending upon the judgment of the saleswoman. She will know which stores specialize in certain things. She will know that one good garment is better than two poor ones, and that simple clothes, though not always the cheapest at first cost, wear longer and look attractive always. She will avoid bargains, except where training and experience guarantee good judgment. Good, standard fabrics must command a fair price.

By thus bringing definite knowledge, a trained judgment, and simple taste to bear upon the problem of providing the fabrics of the household, the mistress of the average home may give very material aid in our national program of conservation and still keep her family *well clad*.—*The American Schoolmaster*.

Judge Stephenson's Address on War Savings

JUDGE GILBERT STEPHENSON made a great talk on War Savings to the teachers of Pitt County at their meeting in January. The sum apportioned to Pitt County to be raised during the year 1918 by War Savings Certificates is \$799,480. Judge Stephenson's address was the opening of the campaign in Pitt County. The teachers are organized, and in turn are organizing their schools and communities so as to make a strong and steady pull.

Colonel Fries has made the assertion that North Carolina can raise the fifty millions of dollars she is called on to raise with the teachers talking, encouraging the sales, and educating the people until they realize the need, impressing upon pupils and parents the dire and extreme need. The teachers listened eagerly to what Judge Stephenson had to say, and entered upon their task with enthusiasm inspired by the great appeal. We are giving the speech, partly reported and partly quoted.

He began by saying that, in face of the facts, the American people have not begun to realize the war. At the beginning of the war we had no part in it; the problems were foreign problems. The sacrifice has not yet been brought home to us, and we will not realize it until we see the maimed in the streets and look upon the horrible signs of war. "Can it be possible that our apathy is such that it necessitates the sight of the horrors to arouse us?" There is nothing on our streets that reminds us of the war, and no aircraft are threatening us from above. He sketched the picture of a scene after a Zeppelin raid—an humble London home.

"We have never lost, and our cause is just. But we must teach that other wars are but as child's play compared to this." We, a peaceable people, are called to war, but our cause is just. "Belgium lies upon the side of the high roads of the nations, bleeding; the United States, the good Samaritan of nations, must go to her rescue." He declared it is too late now to discuss the issues that brought about the war, but now the future must be settled. "This is the culminating war of history. Indecisive war is only a truce." Peace, he said, is as far removed as it was in 1914. The peace aims show that we are more at variance than ever; there are more bones of contention than ever before. America and England will finally dictate the terms that will win, but not until Germany is beaten and we are in a position to accept or to sue for peace.

"Germany's man power is still unimpaired, because all displaced men are replaced by men, women, and children taken from other territory. Germany's resources are still unimpaired. She has raised billions of dollars. For every dollar it has cost her, Germany has stolen one to take its place. She has stolen from Belgium alone eight billion dollars. From the French she has taken iron mines, coal mines, locomotives,

freight cars, and many other things. From Rumania she took gasoline and benzine. Her zinc, lead, and tin she got from Poland. She has stolen even household and kitchen furniture and the stocking trinkets." The "booty shops" in Berlin where the trinkets are on sale prove this. Germany is the highway robber of nations. She has stolen \$40,000,000 of booty.

"Germany's strategic position is the same it was at the beginning. Germany is at the hub of the wheel, and the United States is at the rim. That is the explanation of why it can hold the world at bay. It takes ten times as much power for the United States to get material to the front as it does for Germany.

"When the war is over the terms are to be dictated by Germany or by the Allies. It will not be a draw. What victorious Germany would do can be judged only by what Germany did do in 1871. It will be another story of indemnity and exaction—the story of Alsace and Lorraine repeated, only far worse. The Pan-German spirit has grown until what was done then is only a bagatelle as compared to what they would do now.

"The United States would have to pay. Germany is resentful of our having entered the war. We must go on or under, and that means we shall forfeit our national existence forever. We are going to win, but only when American people as a whole wake up, and do their full part. Everybody is only waiting to be told what to do.

"She must give service. Her soldiers, sailors, and all who are serving in person are giving this. The Red Cross is one way in which she is giving service. The Government is getting service by the selective draft. The volunteers are giving themselves. Men and women are giving themselves and their work; some are giving up what they have to serve without salary, as Vanderlip gave up a salary of \$150,000 a year to serve for \$1 a year.

"Nine-tenths of us must give our goods rather than our services. If all of the ten million go into active service that leaves ninety million at home. Most of us will go on doing the things we have been doing. Teachers will continue to teach. Our only opportunity to serve is by giving. The Government must have money to buy goods, and it must buy in the open market. Nineteen billion dollars have been appropriated. There are two ways of getting this: (1) by taxation, and (2) by loans. Only one-fifth of it can be raised by taxation as things are now. The Government is going to get the money—if not by borrowing, then by taxing. A tax receipt is exactly the value of last year's bird nest, and a bond is worth its weight in gold."

Two billion dollars is to be raised by War Savings Stamps. Judge Stephenson gave a clear explanation of these stamps and the method for organizing the school children of the country so that the school will be the center of a thrift army.

"You millionaire school teachers can have only a thousand dollars of these securities at 4 per cent interest," he said. He explained that they could be cashed in for 3 per cent interest, but that the postoffice could ask for ten days notice so as to give them time to get the money in hand.

Many are asking where to keep it; but the Government has attended to that. If it is registered the billy goat can't eat it up. The campaign has been so organized that the nickels and dimes and quarters of the children will buy thrift stamps, and these will grow into certificates, or baby bonds. The children are to be brought into this work through War Savings Societies; there must be one in every schoolroom in Pitt County. In order to have a society the school must have at least ten war savers; these members must do three things: (1) save money, (2) invest the savings in war stamps, and (3) must get others to do the same.

This is one of the two features of the plan. The second feature is to let the children see that the child who has enough spunk to save is as much of a patriot as his brother who fights in the trenches. These savers are to be called the "Army of Thrift."

This army is to be called the "Army of Thrift," and the members are to be called "Soldiers of Thrift." When a soldier joins he enters training. When he gets 10 different people to buy stamps he is recognized by being given a badge, and his name is published as a soldier of thrift. When he brings in 15 more names, making 25, he becomes a captain of thrift; when he has 50, a major of thrift; and 100, a colonel of thrift; 200, a general. A general's name is recorded in the Treasurer's office in Washington, and he is known as a hero of thrift. When he is made a soldier, he is ready to begin fighting. Girls, as well as boys, are soldiers in this army. They are organized into regiments. These boys are taking care of soldiers; Pitt County soldiers of thrift are taking care of Pitt County soldiers.

Not only the money to buy things with, but the goods, is a serious matter, said Judge Stephenson. The amount of goods is limited, as we have found from the shortage in coal and sugar. He gave illustrations proving that the goods for the soldiers in camp could not be secured as fast as needed. At Camp Dix there were 50 per cent without shoes to drill in. Vanderlip, on his trip through the South, found a camp where there was hospital room for only 800, and there were 200 sick soldiers without beds.

People are continuing to buy shoes and to buy new woolen suits, while the shoes and the woolen material is needed for our soldiers. He told the story of a manufacturer of shoes who was seen wearing patched shoes, and he said he knew well that every pair of shoes bought was just that much less depriving the soldier of shoes. A machine gun corps has been practicing with sticks instead of guns, because the guns could not be secured.

The remedy for all these troubles is for us to economize in all lines, and economize until it hurts. First, we must economize in food. He touched on conditions in Russia, and told of the two millions in Serbia who are starving to death. It looks as if even gluttons would be moved! We can economize in wool. It should be a badge of honor to wear last year's suit. We should economize in things needed to make war materials. For example, we can help with the gas masks. The same sort of labor that makes hats makes gas masks. We spend a hundred millions a year for millinery. "Would you ask a munition worker to stop and make you a hat? Are you not doing the same thing when you buy the thing that he makes while he could be working on munitions?" Airship factories are using the same materials and labor as automobile factories.

At Newark, New Jersey, on one side of the street was a munition factory which was working only half the time and across the street was a phonograph factory that was working the full twenty-four hours. We insist on music boxes instead of munitions! Saving means releasing materials and labor.

The Government wishes to teach people the invaluable lessons of thrift. Grown people will lay by who have never laid by before. Ninety-seven per cent of people past sixty are dependent. Our per capita wealth in the South is the lowest of any English-speaking people in the world. Only 7 per cent of the people in the South are money savers, against 70 per cent in New England. They save more than they spend. This should be changed.

Another phase of the saving the speaker brought out was the opportunity the homefolks have to help save so the boys will find something when they return. The father can help take care of his sons when they return. He can make his savings an investment for them.

If economy is taught this generation, the next will take care of itself. The children are being trained to become either thrifty or spendthrift. We should not be satisfied until we change the figures—until 93 per cent are savers, instead of 7 per cent—the reverse of what it is at present.

The Government is calling on every Pitt County man to give \$20 per capita. "Every idle dollar is a slacker dollar; every wasted dollar is a traitor dollar; and, on the other hand, every war dollar is a patriot dollar." Even if it hurts to save, the sacrifice is infinitesimal compared to that of our boys. "I cannot conceive of anything more horrible than to have one say this: 'He failed to come to his country's call.'" We all remember the war stories we heard from grandfathers. The child will ask, "What did you do in the war?" "The test is coming to all, to young ladies as well as to men, and we must either serve or be traitors."

In closing, the speaker quoted Vanderlip: "The number of men who will come back home will be governed by the number of men at home who made sacrifices."

Athletic Badge Tests

REALIZING the need for a standardized test of physical efficiency, the Playground and Recreation Association of America, 1 Madison Avenue, New York City, in 1913 decided upon athletic badge tests for the boys and girls of America which would tend toward all-round development and which might be given uniformly in every State in the Union and in rural districts and cities alike. A committee of experts on physical training from different parts of the country was appointed to draw up a series of athletic events which would be interesting as well as effective in establishing fair standards of physical efficiency.

For Boys After much careful thought, the following tests for boys were adopted:

First Test

Pull Up (Chinning).....	4 times
Standing Broad Jump.....	5 ft. 9 in.
60-Yard Dash	8 $\frac{3}{5}$ seconds

Second Test

Pull Up (Chinning).....	6 times
Standing Broad Jump.....	6 ft. 6 in.
60-Yard Dash	8 seconds
or 100-Yard Dash.....	14 seconds

Third Test

Pull Up (Chinning).....	9 times
Running High Jump.....	4 ft. 4 in.
220-Yard Run	28 seconds

The badges awarded the boys passing the tests, it was felt, should be simple and beautiful; they should not in themselves have intrinsic value, but their value should be rather in the ideal for which the badge stands. The badges of the Playground and Recreation Association of America were designed by Dr. R. Tait McKenzie and are of bronze.

The tests require only simple apparatus, a comparatively small space. They can be conducted in a short period of time even with a considerable number of boys, and the measure of each boy's performance can be accurately determined.

No age or weight limit is fixed. Any boy may enter any test at any time.

Rules The following general rules shall govern the final competition:

No boy is permitted to receive more than one badge in any one year.

It is necessary to qualify in all three events in any one class in order to win a badge.

There shall be but one trial in chinning, one in the dashes, and three in the jumps.

What It Does Every boy ought to be physically efficient. Specialized athletics have developed remarkable American athletes, but they have done most for those who needed athletic training least.

Every boy ought to try to reach a certain minimum physical standard. Such standards have been formulated by a committee of experts and are here presented.

Every boy passing the tests is authorized to wear this badge, which stands for physical efficiency.

Every boy wearing this badge as he meets another boy—even though their homes be on opposite sides of the continent—when he sees the badge upon the other boy knows that they have had the same tests, and feels a certain comradeship.

For Girls* The Playground and Recreation Association of America has adopted the following as standards which every normal girl ought to be able to attain:

First Test

All-up Indian Club Race.....	30 seconds
or Potato Race	42 seconds
Basketball Goal Throwing.....	2 goals, 6 trials
Balancing	24 ft., 2 trials

Second Test

All-up Indian Club Race.....	28 seconds
or Potato Race	39 seconds
Basketball Goal Throwing.....	3 goals, 6 trials
Balancing (bean-bag or book on head).....	24 ft., 2 trials

Third Test

Running and Catching.....	20 seconds
Throwing for Distance, Basketball 42 ft., or Volley-ball 44 ft.	
Volley-ball Serving	3 in 5 trials

The athletic sports of the girls in rural communities begin largely in the schools. There are 226,000 one-room rural schools in the United States, and because of lack of gymnasium equipment and dressing-room facilities, events requiring bloomers and bathing suits are not advisable. There are many splendid events which cannot be used nationally. For instance, rowing, swimming, and other water sports are as impossible in many sections of the prairie countries, as are skating and skiing in the south. Archery, golf, field hockey, horseback riding, and tennis have been found to be quite beyond the means at the disposal of the majority

*The revision of the badge tests for girls, with the addition of the third badge test, has been largely the work of Lee F. Hammer, chairman of the special committee of the Association appointed to work out the tests.

of school girls in both city and country. There are communities in which any form of dancing does not meet with approval. In view of these facts, the above events have been agreed upon as most suitable for use throughout the United States.

Rules for Tests There are no height, weight, or age limits in the Athletic Badge Test for Girls. The following general rules shall govern the final tests:

Unless otherwise stated in these rules, there shall be but one trial in each event.

It is necessary to qualify in all three events in any class in order to win a badge.

No girl is permitted to receive more than one badge in any one year.

No girl is entitled to more than one first, second, or third test badge, even though a full year has elapsed since she last qualified for a badge.

If a girl has already qualified for a third test or a second test badge, she may qualify for and receive a badge for the lower test, provided a full year has elapsed.

What It Does Every girl ought to have poise and control over her body.

Every girl ought to be able to attain a minimum physical standard.

Every girl passing the tests is authorized to wear this badge, which stands for physical efficiency.

Girls from every part of America will pass the same tests and wear the same badges.

The girl who is physically efficient will be happier and more useful to society.

It is hoped that once each year in each city there may be a meeting of the girls who have qualified in previous years to welcome those who have just qualified, and that this meeting will be made a notable annual civic event.

To raise the standard of physical efficiency among the girls of America is to give greater freedom, beauty, and power to the women of America.

Presentation of Athletic Badges; Suggestive Program

1. Singing of Star Spangled Banner.
2. Reading of Lincoln's Gettysburg Speech by the Mayor or some other adult.

3. Those who have been previously awarded badges repeat together the following declaration of allegiance:

I will honor my country;

I will do my best to build up my country's free institutions;

I will not disgrace my city or my school;

I will try to keep myself strong for my country's service.

4. Those who are now to receive badges repeat the same declaration of allegiance to America.

5. An address not to exceed five minutes on the subject, "For a Better America," to help deepen the feeling of patriotism.

6. Award of the badges to those who have passed the first test, second test, third test.

7. Singing of America,—first stanza by those who have just been awarded the badges and those who have received them in previous years; the remaining stanzas by all who have gathered together.

Wherever possible, it will be found effective to arrange for a processional. If the award of the badges is out of doors, the presence of a band will help greatly.

The badges, which are of bronze, are appropriately designed for each test.

The Association recommends that each boy and each girl passing the tests be allowed to pay for his own badge, just as a young man or woman at college elected to Phi Beta Kappa pays for the key awarded.

Ordering Badges The price, postpaid, either singly or in quantity, is twenty cents each.

Public schools, private schools, playgrounds, evening recreation centers, settlements, church organizations, and other organizations of good standing in any city, town, village, or rural community may use the tests adopted by the Association and certify on blanks furnished by the Association the names and addresses of girls and boys passing the tests, ordering the number of badges of each kind required. It is not possible for the Association to send out sample badges.

The American Committee on Athletic Standards for Girls will pass on each certified list of girls. If such list is accepted by the committee, the badges ordered will be forwarded on receipt of the money for such badges. The Association will reserve the right to test girls whose names have been sent in if in the judgment of the Committee it seems desirable to do so. The Association will expect those certifying these lists to exercise the greatest possible care. The object in passing on each list is so far as possible to make sure that badges shall go only to such girls as have passed the tests required.

The American Committee on Athletic Standards for Boys will pass on each certified list for boys under the same conditions as are given for the lists of girls.

Some Facts and Figures About Teachers' Salaries and Expenses

THE superintendent of Pitt County did not have an easy time filling all of the schoolrooms in the county for this year. He anticipates a harder time next year; but he began early to get at the facts and figures so he could tell the people exactly what the teachers had to say about their plans for next year. He sent out a questionnaire, which is given below. He sent it out partly for the purpose of finding out just how many and which ones were going to teach next year, and to get at the reasons for their answers. He knew full well where to find the trouble, as superintendents and school boards all know, but he wanted the teachers to speak for themselves.

The significant things found from the answers to the questions we have summed up. Of the 87 answers examined, which were the first to come in and which seem to strike the average, only 42 said that they expected to teach next year; 7 had the brief and unqualified answer "No" to the question; 23 replied that they were not going to teach unless salaries were increased sufficiently for them to have enough money to meet living expenses; the remainder were doubtful. This means that perhaps 50 per cent of the teachers who are now teaching will not teach next year, unless inducements are offered to keep them in the schoolroom; and the one inducement needful is more salary.

It may be unfair to draw conclusions from the data as to which are the best teachers in Pitt County, and it would hardly be fair to trap the superintendent into any admissions as to the relative merits of his teachers, but judging from the answers to the other questions, the questions that show training, experience, etc., he is going to lose a far greater per cent of his best teachers than he will keep. Many of those who are going to teach are those not qualified to do other things, and who have not initiative and leadership. There is no way to get at this absolutely from figures, but it seems on the face of things as if all the weaker teachers are to stay in, with only a sprinkling of the best teachers. Some of the teachers who will continue to teach are staying on because they love to teach, and do not have to make their salaries cover the entire year, as they have fathers or other relatives who will take care of them during the vacation.

The causes of the trouble are readily seen when the answers to the questions giving salaries and expenses are shown.

The average monthly salary is \$45.66; the average yearly salary is \$281.56. Minimum salary, \$35 a month, \$105 a year. The annual salaries range as follows: 3 receive \$150 or less; 33 from \$150 plus to \$200; 29 receive from \$200 plus to \$300; 4 receive from \$300 plus to

\$400; 13 from \$400 plus to \$500. One receives just a few dollars beyond \$500. The list includes 84 teachers, omitting the superintendents who were among the 87. Among those are the high school teachers in the State high schools.

The average board in the county is \$15.39, but in some cases the teachers mentioned extra work they did to reduce their board, as coaching the children in the house; others mentioned the fact that they boarded with relatives, and therefore paid less than they would have paid otherwise.

The average amount paid for laundry seemed to be \$1.85; but this is somewhat uncertain, as some gave the price per month and others per week, we judged which from other expenses. A woman can readily see that the problem of laundry was "managed" variously. Some of the teachers of Pitt must "do up" their handkerchiefs, stockings, and thin waists themselves. It must also be remembered that some have the privilege of putting things in with the family wash and lumping it in with their board. Furthermore, laundry in winter is not the same as laundry in the summer.

Not a soul reported that her salary was sufficient for her to live on during the entire year. Two reported other sources of income, but only two. "What will you have left to live on during the year?" was answered so variously that the results mean nothing in figures, but are full of human interest. Some answers gave a careful, conscientious statement in accurate dollars and cents, while others gave approximations, and still others gave the one word "nothing." "Other necessary expenses" seemed to be a difficult item to handle, and was variously interpreted. One had "\$1.25 a month" and others had "in excess of salary." Some included dress and personal accessories, while some carefully estimated only such items as magazines, traveling expenses, and expenses connected with their school work.

The reports on how they would take care of their expenses during the summer were full of interest. The majority are dependent on fathers, and this was told in a number of ways: some said "parental support"; one gave the one word "Dad." Some of them hoped to get some other kind of work. Eight said they expected to do other work, but did not designate what kind. One will "sew or clerk," one will "stay in a store," and one will do "newspaper reporting." One facetiously replied, "Going to the county home," while four gave the pathetic answer, "I don't know," and one sadly answered "borrow." One woman replied: "If I go to a summer school I shall have to be supported by my husband."

A number express uneasiness about their expenses at a summer school; they are required to go and have nothing to go on.

It is difficult to judge from the questionnaire the increase in living expenses. The increase in salary is so slight and the experience so

different that it is worthless to attempt an approximation from the answers, but very few showed any noteworthy increase in salary.

Cost of education was by no means according to actual equipment, as some who are the best trained have lived where they had good high schools and were in reach of the Training School so that they could come from home; others have had to pay out money for everything they had.

The answers in these figures may be slightly changed, when all reports come in, but the facts will remain the same: in Pitt County low salaries and short terms are driving teachers out of the schoolroom into other work.

The situation in Pitt County should be multiplied by one hundred counties for this State alone. A casual glance at newspapers shows that the trouble is confined to no one county or section. The problem facing the superintendent of Pitt County is facing every other superintendent.

QUESTIONNAIRE ON SALARIES AND LIVING EXPENSES

SCHOOL DISTRICTTownship.

How many teachers in your school?

How many grades do you teach yourself? How many pupils?

What is the probable length of your school term this year?

What is your monthly salary? Approximate annual salary?

Monthly cost of board? Laundry? Other necessary expenses?

Approximately, what will you have left from your salary at the end of the year? Will this be enough for you to live on until you begin teaching again? If not, how will you take care of your expenses?

How long have you been teaching? How much has your salary increased in that time? How much have your living expenses increased in that time?

Approximately, what amount has been spent on your education?

What is the extent of your academic and professional training?

About how much do you spend each year on professional improvement, books, magazines, summer schools or institutes, etc.?

Do you expect to teach next year?

Remarks:

.....

What Training School Graduates Are Doing and Getting

A list of questions was sent out to the graduates of the Training School. We have checked up the salaries received by these girls. The average is less than \$50 a month, and the average term for these is less than seven months. They average \$20 a month for board. These girls are teachers that have normal training and prove by their reports that they are doing live work in their communities. If you do not think so, look at these figures. Of twenty-nine answers received, 15 are doing Red Cross work in their schools; 12 had already begun (before February 20) work in the Thrift Campaign, and reported that thrift stamps had been sold in their schools; 18 told of Sunday school and church work they were doing; 20 reported on club work among the children or in the community; 21 gave accounts of entertainments; 4 told of service flags. These figures are given merely to show that these girls are not merely staying in the schoolroom keeping school; they are working along up-to-date lines.

We are finding that every now and then one of the girls trained here especially for the purpose of teaching has found that she could not possibly make expenses, so, when other opportunities came they turned to other work. Several in the town of Greenville are doing other things. Two are working with the exemption board. One graduate stays in a millinery store; she says she has a job twelve months in the year, and each month she gets more money than she did teaching, and she can stay at home and has her evenings free.

News has recently come that one of the graduates has a Government position in Washington City, and another is in Hopewell. One is in the bursar's office in one of the State schools. Stenography has claimed a few; the reasons given by one for changing to stenography were: "I make a real living at a steady job, and when I am through at the office, I am through."

When the answers all come in there will be further interesting revelations.

WHAT ONE SUCCESSFUL TEACHER HAS TO SAY

One successful teacher, when asked what she had to say about the question of salaries, wrote the following. She is one that many teachers perhaps look on with envy. She added in another note that she was seriously considering studying for the civil service examinations, as she was so tired of trying to make the two ends meet.

THE QUESTION OF BETTER SALARIES

"The High Cost of Living" has been talked about so much that it has become a joke—to some people. To the average teacher it is a cruel joke, "a

state of affairs to be endured until they are cured." Let us pray for a speedy cure! The expression has been twisted about to say, "The Cost of High Living." This does not apply to us of the teaching profession, though we are expected to appear well dressed in all seasons and to live in fashionable quarters, paying a *fashionable price* for the lodging. A teacher's social standing in her community, or field of work, depends more upon the outward show than upon her ability to manage her school work properly. Nine people out of ten, in discussing a teacher, do not mention her professional status (they are content to leave that in the hands of their school board), but they will mention and discuss her general appearance.

A teacher is supposed to continually grow by taking courses during the summer. Our State requires its teachers to study every other summer for a period of at least two weeks. The present salary paid a teacher is hardly large enough to support her, and, if a teacher hasn't a home to rescue her in the summer, she is compelled to do some kind of work to support herself. This is very humiliating, to say the least. A conscientious teacher, who gives the best of herself, her time, her strength, and faculties to the schoolroom for nine months out of the twelve needs the other three months to rest and relax; and does it seem too much to ask that her salary might be large enough so that she could have a much needed vacation? Women are always asking questions, and now, all over our country as well as State, they are asking of their school boards, "How are we going to make our salary cover our increasing living expenses?" (I speak of women because so many of our teachers are women.) A teacher's professional dignity gets many a hurt from the valuation put on her services by the State. Under present conditions, with prices of all necessities soaring skyward, I do not see what we are to do unless our salaries increase accordingly. I see ahead that the profession is to be bereft of many of its best members—not that they will be deserters. They cannot be blamed for wanting a salary equal to necessary expenditures.

I've been teaching four years, and I'm still in debt. I began with the school debt and it took me three years to get rid of that. I want to go to George Peabody when salaries get better. I cannot save enough, and I will not make a debt again.

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Teachers Needed to Keep the Schools Going The charge, "Keep the schools going," should be heeded, or the next generation cannot measure up, cannot take hold of the work of reconstruction, and civilization will be swept off the earth and a new dark age will ensue. Nobody questions this. "Keep the boys and girls in school" is another charge that the people are making efforts to obey. The public is finding that it takes more than buildings and boards and girls and boys to make a school, however. It takes teachers in a schoolroom with the boys and girls. "Keep the teachers in the schools" is the duty nearest at hand now. The answer is not hard to find: *Make it worth their while to stay there!*

Not a Strike

"To teach or not to teach?" is the question that many a one in the schoolroom is facing this spring. Their answer depends largely upon what the people are going to do about salaries.

It is not a strike. These teachers are not threatening to stop work. There is no understanding between groups of teachers; not even in the same school are they acting concertedly. It is individualistic, each one acting for herself alone. In many cases the teachers are saying nothing about it, but quietly making their plans to change work. If, however, they are sufficiently urged by having adequate salaries offered them, they

will remain in the schoolroom; and nothing but more salary can keep them there. The time has passed when the teacher listens to the adulation of the man with the comfortable income as he praises her for her patience and self-sacrifice, which, he says, bring her rewards far dearer than those of having "filthy lucre." She has found that money is not always "*filthy lucre*," and she must have money to keep body and soul together.

The situation is almost laughable—or would be if it were not so serious. There can be no charge of lack of patriotism because the teachers are answering calls to patriotic positions or are taking the place of men who have given up their positions to go into service.

The School the Medium The schools reach every home in America. The teachers have the greatest opportunity for spreading the propaganda needed to be spread throughout the country. Teachers need not envy others their opportunities for doing war work. Nowhere is the opportunity greater than it is in the schoolroom, or reaching out from the schoolroom.

The public schools of America are recognized by the Government as the media through which the people can best be reached. It took a schoolmaster President to see the value of using the schools. The schools of today are theoretically not only teaching children in the schoolroom, but reaching the homes from which the children come. Practically all the schools have not as yet become community centers, but the demands made on them now are forcing them out into the community.

Wherever the school succeeds in reaching the people, there the people are responding to the calls made by the Government; but where the school fails, there the community fails. Especially is this true in the country and in the smaller towns, where the school is perhaps the only medium for getting the ear of the public.

What Are You Doing? Are you saving your pennies and nickels and dimes until they become quarters? Then do you put these into thrift stamps—quickly, before you are tempted to spend them? Are you doing what you are asking the children to do?

Do you leave scraps of bread on your plate? Do you leave sugar in the bottom of your cup to sweeten the dish-water? Do you buy candy?

Do you belong to the Red Cross?

Do you have a part in the Y. M. C. A. and Y. W. C. A. work in the Army?

If you do none of these things, how can you get others to do them?

The Teacher's Chance to Save Thrift stamps give the teacher her chance to help. Liberty bonds are not for her, as is clearly seen by the salary she gets. She can, if she carefully cuts a little here and a little there, get at least one war certificate.

Get Others to Invest The teacher's work is largely educational and inspirational. She can know about war activities and aids, and can long so to help that she can influence those who have the money to help. If she can get three men in the neighborhood to buy liberty bonds, and can get 50 per cent of the people to invest in war certificates, she has done a greater work than if she alone had invested. If each of the teachers in each county influenced only one man each to invest in liberty bonds, that would help greatly in pushing through this next issue.

Stir the People The farmers and the people in the country and the villages did not subscribe liberally to the other two liberty loans. North Carolina, in the number of people who subscribed, was low in the scale. Much of the prosperity of North Carolina this year is among the farmers and the people in the small towns. The figures show clearly that the masses were not reached; they were not educated up to the point of seeing the advantages to themselves and to the country. The teachers can do a great work in arousing the people from their apathy to intelligent interest and activity.

Get to Work Some teachers are sitting with folded hands, saying that when a speaker is sent to talk thrift to them, then they will get to work. This is one thing that is easily grasped, has few complications, and can be explained by any one who can teach a school. The teacher who is not helping in the thrift campaign is a slacker. If her superintendent is a slacker, she should take things in her own hands and show up what he is.

What is Thrift? Have you thought about the word *thrift* and juggled with it to see what you can get out of the idea? Webster's dictionary will tell you it is "prosperity, success, good fortune," "good husbandry, economical management, frugality." The Standard gives the synonyms, "gain, profit, prosperity." When you obey the direc-

tion, "See *thrive*," you find *thrive* means "to grasp for one's self," "to win success by industry, economy, and good management," "to increase in goods and estate," "to prosper by any means."

In the same way follow up the word *thrifty*, and watch the idea grow by showing up the contrast, the negative. The word *shiftless* is the word to set against the word *thrifty*.

Thrift is a word the people of North Carolina need to learn thoroughly. The startling figures Judge Stephenson gives, showing what an improvident people we are, should wake us up. We must be a shiftless lot, as we are improvident and do not husband our resources. It is an unpleasant truth, but the way to change it and make it an untruth is to get to work. The Government is giving every man, woman, and child a chance to help change matters, and at the same time to help the Government, by lending the money, which they will get back later. The 7 per cent *thrifty* should change places with the 93 per cent *shiftless*.

Pass on Your Devices

Teachers themselves are, as a rule, economical. They have to pay careful attention to the spending of their money in order to make it cover all the needs. All of us have little schemes of economy we practice for ourselves. Pass them on and help others. We have had the false notion that we must hide our petty economies, as if they were things to be ashamed of. Now we may help others by showing how we do it, how we make the small salary do the work of a large salary.

The Spirit

The students of this School have shown a wonderful spirit of patriotism during this entire year since war was declared, when every person and every institution has been tested. The spirit and the letter of the times have they obeyed without question or murmur. There has been a buoyancy and enthusiasm in their response to all calls made upon their sympathies, time, energy, and means, that have been inspiring. The attitude of the student body is such that a slacker finds herself unpopular, and girls are quick to detect slacking. The girl who dares to leave food on her plate is spotted, and discovers she is the subject of talk among her fellow-students; the girl who will persist in buying candy is not so popular as she was formerly.

The feeling is deep and ingrained. An evidence of this is the fact that there have been very few pledges and promises; none seem to be needed. The students have been quick to see ways in which they can show their patriotism, and when they have failed to see opportunities, they have been grateful for suggestions, and quick to adopt them.

Great sacrifices have not yet been made, but when the time comes for these, and these young women will be called on to give to the uttermost, the spirit they now have will help them to meet these sacrifices heroically.

The Simplified Commencement In keeping with the spirit of the times, commencement in the year 1918 will not be the regulation commencement of former years. It will be stripped of all of the festive features. The sermon to the class will be preached on Sunday morning and the graduating exercises held on Monday morning, with the address to the class delivered by the president of the School, according to the expressed wish of the entire class. On Saturday the Alumnae will gather as members of the family, welcomed home, but the fatted calf will not be killed for them. The banquet will not be given this year, but the Alumnae are especially invited to come. In lieu of the invitations usually sent out, announcements of the graduating exercises of the class will be mailed to friends of the girls and the School.

The reasons for the change are many and obvious, some tangible and some intangible, therefore hard to put into words, but easily felt.

There will be material saving, as cutting down the travel saves space on the trains and gasoline for the automobiles; but that is perhaps a comparatively small matter. The saving here can be readily seen. Extravagant dressing has never been encouraged in the School, but the girls do get new dresses, and the saving of extra dresses is an item worth considering when we are called on to save material.

The moral effect of a simple commencement is great, both on the young women who are making the sacrifice and on the public. And it is a real sacrifice to a group of young women who have always looked forward to graduation, the day when they were to be the observed of all observers. It is a big day in a girl's eyes, and she likes to have her family and friends present to share her triumph.

A Pioneer Story

The story of George Durant, pioneer settler in North Carolina, and the suggestions for teaching it, which are printed in this number of *THE QUARTERLY*, are, we believe, real contributions to the school literature of the State, and we trust the schools will use the story. North Carolina records are full of stories of adventure and interest, but so few of them are in available form that they are not used in the schools as much as they should be. This work was a part of the everyday classroom work in History. Individual assignments were given a class and each student worked up the story of one pioneer that could be taught in the grades. General plans that could be adapted

to any grade were called for, and when the group began teaching in the Model School some of these plans were turned into definite plans for that particular fourth grade. The success of the lessons with that grade bear witness to the value of the work done.

The only changes made in the story of George Durant were cutting down the length, leaving to the teacher to supplement the story herself with accounts of the country and conditions.

Extra copies have been printed for class work.

**Getting and
Keeping Fit**

This number of THE QUARTERLY has several articles that are intended to give teachers ideas on how to get the children, the boys, and girls, outdoors, and how to keep them in fit physical condition by having them play games. While the colleges are giving military instruction, and while even the high school boys are drilling, the schools should be doing something to help with the smaller girls and boys. In the towns the boy scouts and the camp-fire girls or girl scouts are doing a great work, but in the country the only chance for directed physical activity is on the playground. In this number will be found suggestions for all ages and sizes from the first grade on up.

**Get to Work
on Gardens**

You planted well last year, the canning clubs did a wonderful work, but make your plans to do twice as much this year. Encourage the children and the people around you by showing them the wonderful things that were done last year, but make them realize the need is all the greater this year.

Reviews

Conservation and Regulation in the United States During the World War.

This bulletin is prepared to show the plan of the regulation and conservation movement in the United States. Under the stress of war, the development of the conservation and regulatory movements has been at a speed never before approached. Before the war, the people did not realize the necessity for a conservation movement, but the wide campaign being carried on now by the Food Administration, the United States Department of Agriculture, State and local councils of defense, and other organizations, have carried conviction to a very large proportion of the people of the United States of a need for such a movement.

This bulletin gives the plan by which the regulation and conservation was worked out. These regulatory measures come under the following heads: The Food Administration; The Fuel Administration; The Priority Administration; The War Industries Board; Shipping; Print Paper; Creation of Correlation Board.

The question arises in this bulletin as to whether these regulations should close after the war. This question is asked, "If the regulatory actions prove beneficial during the war, should they be discontinued after the war when the country will be undergoing the reconstruction period?"

This bulletin places the various kinds of conservation so that they are all seen as phases of the same thing. It has the merit of conciseness.

C. L.

United States Department of Agriculture, Bulletin No. 592, Courses in Secondary Agriculture for Southern Schools.

This bulletin contains outlined courses which have been prepared because of a demand for a more uniform standard in agricultural instruction in secondary schools in the South. These courses are intended for the third and fourth years, after the study of Agronomy and Animal in *Secondary Agriculture for Southern Schools*.

These courses will have to be adapted to the needs of the students of each school and community, but to meet the needs of the majority of schools, the following order has been suggested: First year, soils and crops; second year, animal husbandry; third year, horticulture; fourth year, rural economics and farm management and rural engineering.

Outlines are given in this bulletin for the third and fourth years.

C. L.

Enlistment for the Farm. By John Dewey.

The war of the nation is a war of organized social and economic effort. The ultimate decision as to victory may well be with the farmer. It has been said that success will be with the country that can put the last hundred thousand men in the field, but they are of no use if their stomachs are empty.

It is food that will win our battles. We must look to all to help in its production and in its economical consumption. The school children of America can serve definitely, effectively, and with educational results, by helping in the plowing of Uncle Sam's acre. There are not enough men to man our farms. If we enlist the school children in this work they can serve with results as beneficial to themselves as to the nation.

What, then, is the duty of the school? In the fight for food—and it will be a fight—school children can help. This work is valuable and educational. It offers, first of all, an opportunity to educators and teachers to develop Constructive Patriotism. It enables the teacher to help evolve in the growing generation the idea of universal service in the great battle of man against nature, which is something American, something great; and which is not a military idea transplanted from Europe. It gives a chance for the expression of the idea of service to one's country which is not of the destructive kind. It will employ for economic production a great unused labor force which is too young to join the fighting forces. It will give the children healthful exercise, a sense of reality which means so much to children, and a sense of service in performance of work which is really useful.

Of course, rural and village schools have the greatest opportunity to organize their children for farm work; but children in the cities may be sent into the country for camps and tent colonies and work on the soil. There they will gain a knowledge of the world of nature, the discipline of useful work, acquaintance with country life and a broadened vision.

This work should be planned and conducted so as to reap its educational value. The children should not only get some knowledge of farming, but every effort should be made to cultivate nature study, investigations of plant life and growth; study of insects—those which help the farmer and those which hurt him. In addition, some fundamental training in mechanics and arithmetic should be arranged for.

This is not a dream.

It can be done,

By the teachers of America.

There are about six weeks left in this school year.

Now is the time to organize the work.

S. T.

Three Short Courses in Home-Making. Bulletin 1917, No. 23, Department of the Interior, Bureau of Education.

The three brief courses in home-making outlined in the pamphlet have been especially prepared for use in the elementary rural schools. The articles indicate a few of the important phases of food study, sewing, and the care of the home with which the girl in the elementary school should be familiar. The underlying thought for each problem should be, "Will this help the girls to live more useful lives and will it lead to better conditions in their homes?"

The lessons are purposely made simple, and the plans are definitely outlined, so that the inexperienced teacher will be able to get her problem well in hand. The experienced teacher may find in them suggestions that will be of value in the further development of her course.

Because of the short school year in some rural schools and the difficulty of securing time on the program for frequent lessons in home-making, each of the courses has been limited to 20 lessons.

If a cupboard and table have been arranged for the use of cookery classes, most of the suggested work can be carried out with the school equipment. Where equipment is not at hand in the school, and school conditions do not approximate home conditions, it may be possible to secure permission to give the lesson in a near-by home of one of the girls after school hours.

In each lesson the teacher should strive to impress the girls with the importance of doing some one simple thing well, giving them helpful information in regard to the subject that will be of value to their own homes.

The rural teacher who is eager to make her schoolroom an attractive place can devote some time in these lessons to such problems as the hanging and care of simple curtains; the care of indoor plants; the arrangement of pictures, the planning of storage arrangements for supplies and of cupboards for dishes; and the preparations for the serving of the school lunch.

S. T.

The series of *Lessons in Community and National Life* have been turned over entirely by the Food Administration to the Bureau of Education.

The lessons have been designed for use in all grades. Those designed for use in the intermediate grades are of especial interest to the bulk of teachers in North Carolina. There are twelve lessons already out, and with most of the lessons there are questions that will aid both teacher and pupil. Supplementary references are also given which will enable the teachers to go further into the subjects.

The topics for the grades are as follows: (1) The War and Aeroplanes; (2) Spinning and Dyeing Linen in Colonial Times; (3) The Water

Supply of a Town or City; (4) Petroleum and Its Uses; (5) Conservation as Exemplified by Irrigation Projects; (6) Checking Waste in the Production and Use of Coal; (7) Preserving Foods; (8) Preventing Waste of Human Beings; (9) Inventions; (10) Iron and Steel; (11) The Effects of Machinery on Rural Life; (12) Patents and Inventions.

These lessons may be obtained from the Bureau of Education by applying for Lessons in Community and National Life. These lessons are designed as follows: Section A—Designed for Use in the Upper Classes of the High School. Section B—Designed for Use in the Upper Grades of the Elementary Schools and the First Year of the High School. Section C—Designed for Use in the Intermediate Grades of the Elementary School.

S. T.

Bulletins You Should Have

The bulletins listed below furnish much valuable information and many helpful suggestions for mothers and teachers; not only for immediate use, but they should be filed for future reference.

Every home and every school should appreciate the work the Government is doing in preparing these bulletins and pamphlets, take advantage of the suggestions made in them and coöperate with the Government authorities in accomplishing the tremendous tasks before them, for without this coöperation and the support of the people the things they are trying to do cannot meet with success.

WAR INFORMATION

American Interest in Popular Government Abroad. (War Information Series No. 8, Committee on Public Information.)

American Loyalty (War Information Series No. 6, Committee on Public Information).

Bibliography of Books on the War (Teacher's Leaflet No. 2, Bureau of Education).

National Service Handbook (Committee on Public Information).

This deserves special notice. It deals with such topics as Domestic Welfare, under which are discussed Industry, Education, Social Work, etc.; European War Relief; Religious Organizations; Agriculture and the Food Supply.

FOR THE HOME

United States Food Leaflets:

- No. 1. Start the Day Right.
- No. 2. Do You Know Corn Meal?
- No. 3. A Whole Dinner in One Dish.
- No. 4. Choose Your Food Wisely.
- No. 5. Make a Little Meat Go a Long Way.
- No. 6. Do You Know Oatmeal?

No. 7. Food for Your Children.

No. 8. Instead of Meat.

No. 9. Plenty of Potatoes. Use Them.

(Apply to Division of Publications, Department of Agriculture.)

Commercial Evaporation and Drying of Fruits (Farmer's Bulletin No. 903, Bureau of Education).

House Rats and Mice (Farmer's Bulletin No. 896, Department of Agriculture).

Back Yard Poultry-Keeping (Farmer's Bulletin No. 889, Department of Agriculture).

The Bureau of Education will furnish directions on School and Home Gardening. It urges that the work done under the direction of well-trained teachers returns to the community in money many times the cost of the work, and that this line of work should be intensified next year and incorporated as a part of the school program in every city and town in the United States.

The officials of the Department of Agriculture are trying to impress upon the people the great amount of damage done by rats and mice. Rats destroy in the United States each year property valued at more than \$200,000,000. They are the worst enemies of conservation. Isn't this a most excellent time to wage a war of extermination?

Your Government is trying to help you. Accept its offer and you help it!

E. M.

The Money Value of Education, Bulletin 1917, No. 22. Bureau of Education.

The purpose of this bulletin is to show in terms that the people can understand the definite way in which education promotes industrial efficiency and increases military wealth.

The money value of education has practically been lost sight of by some people who admit the value of the education of the schools for general culture, aesthetic appreciation, and preparation for citizenship. The most valuable result of real education, the broadening, deepening, and refining of human life cannot be measured in dollars and cents; yet, while these higher things of the soul cannot be overestimated, they are not the only results of education.

The wealth and power of a nation are determined by education. This is proved by comparison and contrast of the amount expended on education by different states and nations and the relative production of these states and nations. Why educated nations produce more and why the vast natural resources of a country are practically worthless without education are clearly explained. Business is growing more complicated, thus increasing the necessity of education.

Individual efficiency is in a large measure dependent upon the factor of individual education. Despite the fact that the occasional marked successes of comparatively unschooled men and the frequent failures of men of considerable education have attracted the attention of many, several studies recently made show the great influence that education has upon the individual. These studies are given in detail, and together with statistics tabulated, showing the financial return of education, clearly portray the fact that comparative poverty is not to be pleaded as a reason for withholding the means of education, but rather as a reason for supplying them in larger proportion.

One of the most noticeable and valuable features of the bulletin is the number of attractive posters and charts displaying to the eye, in a striking form, convincing argument.

E. M.

Department of the Interior, Bureau of Education. Bulletin, 1917, No. 33. *A Comparison of the Salaries of Rural and Urban Superintendents of Schools.*

This bulletin has been prepared to show how inadequate are the salaries of county superintendents, if persons properly qualified for the position are to be obtained. The average county superintendent's salary is only 61 per cent of the average city superintendent's. This bulletin gives tables showing the salaries of county and other rural superintendents in comparison with the city superintendents in the 48 States.

C. L.

The Placement of Children in the Elementary Grades.

In recent years many students of education have been placing considerable emphasis on the study of scientific measurements applied to the achievements of school children with a view to putting educational practice on a more scientific basis than in the past.

Because of the lack of scientific information, many theories not justified by systematic observation have obtained currency. As a result, much time and energy of both teachers and pupils has been spent to a great disadvantage; confusion has been produced, and the advancement of the teaching profession has at a time been greatly retarded.

Gradually scientific knowledge is gained concerning the actual accomplishment of school children. Administrators are being trained to look after this work. By this means city superintendents will be able to determine the relative differences between the different schools and between the different children.

This should be run by a business-like method. If school men are to secure and retain the support of the business men and the taxpayers,

they must, in the future, demonstrate their ability to handle finances on a business-like basis.

In the scientific movement two great goals have been kept in view. They are, first, the establishment of objective standards whereby the workers in educational practice cannot only measure actual results of their time, energy, and methods, but will also have guide posts which will indicate clearly the different stages in the child's development; and second, the prevention of waste through misplacement of children.

Statistics from a bulletin on *A Study of the Schools of Richmond, Va.*, prove that the time of the pupil has been wasted, and also the energy of the teacher, through the misplacement of children in the grades.

In general, it would seem that the changes which have been made in the allotment of time to the different subjects indicate an effort to secure more intensive and rational teaching, as well as a distribution of time by subjects better suited to the capacities of the children in the several grades.

S. T.

The mid-winter number of *The National Geographic Magazine* presents a series of illuminating articles pertaining to camp life of our boys, both here in America and in France. Many pictures illustrate the life of the soldiers in 32 great cantonments.

The Geographical and Historical Environment of America's 32 New Soldier Cities with 18 illustrations gives an insight into the daily life of our soldiers. All the names of the different camps are given with a short description of the site of each.

Camp Lee, Virginia's Home for the National Army, is illustrated. The history of the camp is given from the very beginning to the present time.

Lorraine—That Part of France Where the First American Soldiers Have Fallen—is an illustrated article which gives a very definite history of the country.

The article on *The Immediate Necessity of Military Highways* tells why it is very necessary all our highways should be made better in time of war more than any other time. There are illustrations that clearly show how the roads that were impassable have been made the best roads for traveling.

From the Trenches to Versailles was written by a woman who makes it her business to make the life of the soldiers as pleasant as possible while they are on leave from the camps.

The flag number of *The National Geography Magazine* is the most interesting and valuable copy we have seen. This number comes with 1,197 flags in full colors and 300 additional illustrations in black and white. This was a fall number.

S. T.

Progress of the Work at the Joyner School

AS YOU learned from the last issue of *THE QUARTERLY*, some of the plans for the work of the Joyner School had just been formulated, and perhaps you will be interested in hearing about us again.

We, like the other teachers of the State, have had disappointments and discouragements in our work during the year, due to the inclement weather and bad roads. With the exception of these providential hindrances, our work has gone on very smoothly during the four months we have taught.

But in every school there are problems, both general and individual, and those that confronted us in our school were:

1. Improper gradation of students;
2. Poor readers and spellers;
3. Improper expression in both oral and written work;
4. Too many tardies.

In this school, as is true in many other schools, we found some who were promoted to grades that were really beyond what they were capable of doing, while others were in a grade too low, and still others who had come in from other districts who were really midway between our grades. Hence the problem—"In what grade shall we place this child so that he will accomplish the most, and that will relieve us of so many classes?" There was a general rearrangement. After about two weeks of strenuous effort on the part of the teacher in finding out the ability of the individual pupils, the following grades were formed: first, second, third, fourth, lower and higher fifth, seventh and eighth. Perhaps some may wonder why there were two divisions of the fifth grade. This is the situation: there were some who had been promoted to this grade who were fully capable of doing the work, while there were others who were ahead of the fourth grade, and yet would have been a drawback to the upper section of this grade, and who, too, because of their age, would have become discouraged if they had been put with the fourth grade. This had to be considered, and while they are known as the lower section of the fifth grade, they are doing some work with the fourth grade and perhaps will, eventually, unite with that grade.

In all of the lower grades we have found poor readers and spellers. We have given special emphasis to these branches through silent reading and then oral reading and expression of thought, drills in sounds, and trying to get the child to visualize the word as a whole. In spelling, particularly, we have emphasized the visualization of the word, both in oral and written form.

The expressions of the children have been greatly improved by conversations on the life about them. Since this is a tobacco-growing sec-

tion, all of the children are interested in that line of work, and a very good language lesson was developed by the teacher, because, being from another section of the State, she did not know about the growth of this plant, and the children were anxious "to tell." Those who make grammatical errors in asking permission are refused their wish, and this causes them to think. Reproduction of stories, discussions of the war, War Savings Stamps, and our part toward the war, are brought in and have aided in our work.

We studied the problem of tardies for some time, appealing to the students' pride and honor, in having honor rolls; but no good results were obtained. We finally resorted to the rule that all those who were tardy had to remain in the afternoon for fifteen minutes. This has greatly reduced our number of tardies.

WORK IN AND AROUND THE SCHOOL BUILDING

On our first visit to the school building we found the problem of much needed work and improvement, both inside and outside the building. The grounds were covered with tall grass and bushes, a great number of windowpanes were out, the floors were covered with dirt and smut, there were no teachers' desks, the students' desks were worn-out double ones, and there was practically no working material. We immediately began to plan how we would improve our school building.

During the first week of school we had the building cleaned and scoured, but the building was not thoroughly cleaned until our Community Service Day, a month later. On that day the patrons of the school came out, both men and women, and with the school children there was really a work-day. The women were kept busy inside the building, oiling the floors, desks, and woodwork, while the larger girls washed the windowpanes which had been put in by the larger boys of the school and community. The men worked on the outside of the building, grubbing, raking, and cleaning the grounds. By the afternoon a dozen wagon loads of grass had been hauled off and the basket-ball court had been nicely cleaned.

During the day some of our patrons found that we wanted and needed single desks, and before leaving the school grounds fifteen dollars had been subscribed. Mr. Underwood ordered the desks for us, with the understanding that we sell our Liberty Bond and raise the necessary funds. He had already ordered teachers' desks; so now we have teachers' desks with chairs, single desks for the three rooms, maps, globes, and window shades. We also have buckets, washpans, dust pans, and brooms for the three rooms.

WORK IN THE COMMUNITY

In order to show to the people of this community that we were vitally interested in the Joyner School, we came four days before time to begin

work. On the day after our arrival, we visited every family who had children to send to school. In these short calls we not only met the people, but took the census. We found that there were seventy-eight children who might be expected to be in school on Monday, October 15. When the opening day came, we had thirty-six students.

Realizing every day the importance and seriousness of our position, we began our work in the schoolroom. We had one big object—that was, to get the people to come out to the school and then to get the forty-two children, who were not in school, there. The first thing we did was to get up a few simple exercises for Hallowe'en, after which we hoped to organize a Betterment Association. Very much to our discouragement, there were not enough of the mothers present, so the organization was deferred until a more opportune time. Our second plan was a general clean-up day. This was to come at the end of the first month. In order to get the people to come, we got a car and again visited every family in the community, asking the men to come clad in work clothes, and the women to bring soap, dust cloths, brooms, and plenty of dinner. We also sent Mr. Underwood and Mr. Wright urgent invitations to come prepared to work, and dinner would be served them in accordance with their work. As a result, they worked earnestly. At the close of the day our building and yard had undergone such a change that we could hardly realize that it was the same place.

During the second week of school Mr. Underwood and Mr. S. J. Everette visited us. Their talks created so much interest and patriotism that the children were eager to buy a Liberty Bond. One dollar was raised immediately and turned over to the County Superintendent, who bought the bond for us. This bond was later used as a payment on our single desks. On November 15th the first real payment on this bond was due. To raise the sum, we gave a party at the school building, realizing \$16.

"North Carolina Day" confronted us next, but the bad weather came on and all our plans were seriously interfered with. The roads were almost impassable, even for walking, and our fuel gave out, so we were providentially and uncomfortably hindered. In fact, we found it necessary to close school until after Christmas. Real work did not begin again until the 7th of January. Again, we found our school building cold. The weather had not moderated so that wood could be gotten, neither had the roads dried off. But the teachers felt that they must make an effort. All three of us gathered in one room around one stove and taught the best we could, but spent most of our time trying to keep ourselves and the children warm. During all of this, though, we had the heart-felt sympathy of the patrons, and especially of the committee. As soon as a fair day came, teams and work hands came from almost every home and hauled wood a whole day. Mr. A. M. Waters brought

his gasoline engine and did the sawing. So now we have plenty of good wood and every one is warm and happy again.'

By this time another payment on our Liberty Bond was due. The bad weather had kept us from giving an entertainment at the school building, so one of the teachers went visiting again, collecting money this time. The amount was raised and at last the Liberty Bond was paid.

February 15 was set aside as North Carolina Day. As this was the regular meeting of the Ragsdale Literary Society, we decided to have the exercises as our program for that day. Lieut. Leon R. Meadows of the Training School came out and talked to us on Camp Life and North Carolina's duty toward the war. We had a large attendance and every one thoroughly enjoyed the program. While getting up this program we were also planning a Colonial Party to take place February 22. The object of this was not only to entertain our people, but to raise money to pay on our single desks.

Having done these few things and kept up our school work, you will doubtless realize that our program has been full. But we do not forget that we have a duty to fulfill toward the Sunday school, and try to be there every Sunday afternoon. Two of the teachers have classes; the other one teaches the school children the Sunday school lesson every Friday morning.

NANCY WALL,
MARY NEWBY WHITE,
RUTH LOWDER.

Suggestions

Arithmetic Based Upon the Present War Conditions

In the fourth grade we worked out a series of lessons in arithmetic based upon the present conditions brought about by the war.

Our first lesson was merely a conversational language lesson. Through skillful questions the children enumerated the ways in which we are affected by the war. There is a scarcity of labor because our men are being sent to the training camps, preparing for service in the Army and Navy. As a result of that our industries are in a way hindered, thereby causing a scarcity of fuel, clothing, foodstuffs, and luxuries. This led them to appreciate the direct need of conserving or saving food, which was the next effect which they mentioned. Not only did they emphasize the need of food conservation, but they also realized that the high cost of living was of equal importance. They appreciated the fact that one effect was an outgrowth of the other.

In dealing with the high cost of living I laid special stress on the advance in prices of foodstuffs since we have been engaged in war. I separated my class into groups or committees and had them to go to the stores and get the actual prices of foodstuffs, dry goods, etc.; and they learned the cost of fuel. They came back with their reports on heavy and fancy groceries, dry goods, and fuel. With the information which they brought, we made a chart upon which later work in our arithmetic was based, that of bill making and problem solving. Our chart was merely a list of the various articles and their prices written on the board so that the whole class could see it and refer to it in making their problems. Of course, we kept it there till we completed our work along that line.

Along with the chart we made use of some appropriate posters on food conservation which the Government has sent out. Quite a bit of interest was shown in this work, for the children realized that these conditions exist now and directly concern them.

We used our chart in such a way as to motivate bill making. For instance, one child was the storekeeper, another was the customer, who went to the store and purchased the following articles: 1 lb. butter at 60c; 3 boxes crackers at 8c; 5 lbs. lard at 30c. The storekeeper then made out the customer's bill. Excellent results were obtained, for we had very little trouble with the regular form, which is usually quite hard for even fifth graders to get.

After spending two or three days on bills, we changed the work from written to oral work—that of making *real* problems and solving them.

In making these problems we emphasized the economic and true-to-life side, in that we checked up the kind of things and quantity which they would buy during these war times, especially of food. Several days were spent in making problems through the use of the chart and then solving them. All of this work, as I have said, was done orally. Here are some of the problems the children actually made.

(1) Miss McCowen went down to Johnson's and bought $\frac{1}{2}$ doz. apples at 30c per doz.; 2 boxes Unedas at 8c per box, and 1 loaf bread at 6c. How much change did she get back if she gave him one-half dollar?

(2) I went to Maguire's yesterday and bought 1 jar peanut butter at 15c, 2 boxes crackers at 8c per box, $\frac{1}{2}$ lb. candy at 30c per lb. How much was my bill?

(3) Mr. John Jones ordered of the Harvey Woodyard 1 ton of coal at \$9 per ton and 2 loads of wood at \$4.50 per load. How much did Mr. Jones owe the Harvey Woodyard?

By way of a review, this work was motivated by a race which was conducted somewhat like a spelling match. There were two sides. The captain on the one side gave a problem of the same type as the others, as:

Mary went to the store and bought 2 boxes of crackers at 8c per box, 2 doz. apples at 30c per doz, and 1 bottle olives at 20c per bottle. If I gave the clerk a one-dollar bill, how much change did I receive?

The first child on the opposite side solved it, and he in turn gave one.

Thrift and War Savings Stamps were used as a basis for problems, and they were of practically the same value and excited as much interest among the children as did our other work. Here are some of the problems which we made and used:

(1) William Taft bought a booklet full of Thrift Stamps at 25c each. How much did they cost him?

(2) In February he exchanged his booklet of stamps for a War Savings Stamp. How much more money did he have to pay?

(3) In 1923 he will get back \$5. How much money will he have made?

(4) Frank, Jr., bought five War Savings Stamps in January. How much did he pay for them?

(5) At the end of 5 years he will get back \$20. How much money will he have made?

I daresay we, as a general thing, think that it is impossible with most of our work to utilize the material at hand, that is, that which vitally affects the child's interests and needs. Upon careful investigation we find it by far the best plan. While working out these lessons I more keenly appreciated the value and necessity of taking hold of and using the child's experiences and interests as a basis for further work.

WILLIE JACKSON, '18.

Thrift Stamps and Number Work in the Third Grade

While competition and the patriotic spirit held sway, and the children's interest in the Thrift Stamp and War Savings campaign was held at the highest tension, we used these for number work in the third grade to great advantage.

Through successive talks by the superintendent in chapel about buying these stamps, and the reports given from each grade as to the amount of stamps purchased, the children had become very much interested in the work. The reports gave rise to much rivalry not only among grades, but between individuals. The teacher at once saw the situation and took hold of it, and directed the interest and competition into something beneficial to both teacher and pupil.

Some of the parents, through indifference to the cause, and ignorant of the real value of this campaign discouraged rather than encouraged their children in buying the stamps. But even this did not chill their ardor. We see and realize that before our work can be successful and aid obtained from the children in work of this kind we must show them the real value, and through them arouse the home people. The teacher in using the stamps for number work attempted to keep this in mind, and never lost sight of the fact that she was not only teaching arithmetic, but that she was helping to interest the children and their people in the Thrift Stamp campaign. She based her first lessons on the talks given in chapel, the cost of Thrift Stamps, amount of interest received at end of five years, and cost of the stamps bought in her room.

We see her aims were twofold—not only to get the children interested and working for the cause through competition, but to use this interest and competition as a basis for her number work.

Some of the problems given in the first lesson were:

1. How much do you have to pay for a Thrift Stamp this month?
2. How many stamps do you have to buy before you have enough to get a certificate?
3. How much money do you pay to get sixteen stamps or a certificate?
4. If Dow bought four Thrift Stamps, how much money did he pay for his stamps?
5. How many more does he need to fill out his book?
6. If we buy sixteen stamps, how much money do we get at the end of five years?
7. How much more is \$5.00 than \$4.13? How would you find out?

The next problem was brought up by this question:

How many of you are willing to save your nickels and dimes that you beg mother and papa for to buy candy, chewing gum, and to go to the movies, so that you can buy Thrift Stamps and help win the war?

8. How many days would it take you, if you saved a nickel every day, to buy a stamp?

The parents of the children became more interested every day, and the amount of stamps purchased grew larger. So the next lessons were directed to the comparisons of the grades as to the number of stamps purchased, number of children who bought, and the amount of money. Also the amount of the whole school, number of children who bought in whole school weekly as the reports were made.

The report from January 28th to February 4th was:

<i>Grade</i>	<i>Total</i>
3 A	\$ 16.80
3 B	10.50
4 A	13.74
4 B	132.96
5 A	43.00
5 B	10.37
5 C	53.25

Each week the reports were compared, and the children were credited for their good work in such a way that they worked harder each week to bring their grade ahead. It was amazing to see the way the number of stamps grew from week to week among rivals and grades.

Some of the problems given in comparison were:

1. Today let us see how much money all the grades in school have spent so far on Thrift Stamps. How can we find out?
2. How much has Grade 4 B spent? How much our grade? How much more has 4 B given than our grade?
3. If Doris bought eight, how much did she pay for them?
4. If Troy bought five, how many more has Doris than Troy? How many Thrift Stamps must he buy before he can get a War Savings Certificate?
5. If J. T. bought two books of Thrift Stamps, how many stamps would he have? How much money would he get at the end of five years?
6. If two weeks ago our grade had bought only seven dollars worth of stamps, and now we have ten fifty (\$10.50) worth, how much more money have we put in Thrift Stamps?
7. If you bought five Thrift Stamps and handed the postmaster a two-dollar bill, how much change will he give you back? How many Thrift Stamps can you buy with it?

At the end of this lesson the children were allowed themselves to make problems on Thrift Stamps. They did some good thought work, and the results were obtained; but the children were not qualified to handle the dollar mark and the decimal point, and a drill on these before class would have saved time during the lesson and more time could have been given to problems, instead of teaching the dollar mark and decimal point.

Not only does this Thrift Stamp and War Saving campaign afford us a fine opportunity for number work, but for language, on the side. The children were held to a standard of expression, and nothing was allowed to pass that was not clear to all.

BURWELL PATTERSON, '18.

How Thrift Stamps Were Used in the First Grade

If thrift stamps proved to be a success in the first grade, why can't they be doubly a success in the other grades?

In the first grade many lessons grew out of the discussion of "Thrift Stamps." We talked about what they were and why we should buy them.

Number work was one of the greatest topics brought out through the use of Thrift Stamps. The children did the actual counting of money by quarters. They told how many stamps they could buy for one dollar. They knew that if it took one quarter to buy one stamp, it would take four quarters to buy a dollar's worth.

One little girl told that just as soon as her father got his money from Wilson she was going to buy a War Savings Stamp. From this the teacher brought out the fact that when money was transferred from one place to another, it was done by means of checks. The child then arrived at this decision, that the money would probably be so much that it would be too heavy, and it was moved from one place to another by the "check." Then one child brought the real check to school to buy his stamp. From this they understood that the check did stand for the money.

The little children would delight in telling how they saved their money, and how they were going to help save their pennies so they could buy more stamps. Their greatest delight was to fill their books with the Thrift Stamps, and this is what we were trying to do. They understood that it took sixteen to fill the book, and that is what they were working to do. One child made the statement that he had ten stamps in his book; it would take six more to fill it. When he finished filling it, he could put twelve more cents with it and buy a War Savings Stamp. What more was this than addition and subtraction of numbers?

A great deal of language work also grew out of Thrift Stamps. Through the discussions the little children were led to use many correct forms of language, as, "Papa *gave* me fifty cents to buy two stamps, and he is going to *give* me twenty-five cents soon to buy another stamp."

Many of the children told of how they were helping around the home, so when mother paid them for their work they did not spend it, or were not going to spend it for candy and chewing gum, but they were going to put it up, and keep adding to it until they had enough to buy one or more Thrift Stamps. Every morning they would enjoy telling how many stamps they had bought, and what they were going to do to make money to buy more.

They discovered that if they bought Thrift Stamps, even if it wasn't but one, their names would go in the daily paper. Of course, all children like the idea of having their names published; so this gave them another motive to purchase the stamps. Every child in the room became a little

patriot, and saw that it was he helping win the war. Several children would tell the class they saw their names in last night's paper, and one little boy became so interested in their names being published that he cut out the list of purchasers of Thrift Stamps in his room and brought them to class for the teacher to read to the whole room. He emphasized that they be read aloud to all of the children. This the teacher did, and the children who had not bought any stamps determined that they must buy one, if no more, to get their names in the paper. One just could not bear the idea of any other child getting ahead of him.

On every Wednesday morning in chapel the buying of Thrift Stamps was also encouraged. Some teacher would announce to the school how each grade stood in the purchasing of Thrift Stamps. What a good time the little people had together clapping for their grade!

In this way the buying of Thrift Stamps was carried out in the first grade. This gave all the children a desire to buy the stamps, and they were all willing to do their part.

At the same time the children realized the real need of buying the stamps, "To win the war we must all do our part, and buying Thrift Stamps is one means through which we can help win the war."

PATTIE FARMER, '18.

War Scrap-book

A war scrap-book would arouse much interest, at this particular time, among the intermediate grades. It is in direct accordance with the child's natural desire to collect and hoard material. The idea of making a war scrap-book will give the child a strong desire to read newspapers and magazines, for the purpose of getting material for his scrap-book. Underneath it all he is getting much information and is also acquiring the valuable habit of using what is at hand. And this will not only serve him throughout his immediate work, but throughout life.

When a child can see, handle, and own the material that he has collected; his mind will soon be enriched with this valuable material from magazines, newspapers, and other sources. It gives him something to talk about and something to write about; therefore, it furnishes excellent work for oral and written composition. It will also give the child a high sense of pride for his English which will carry over into his other work. In fact, he will gain material that will help him practically in every subject. It develops good taste in arrangement, good placing, and a love for the beautiful. It would, by all means, stimulate much interest to put some of their own best written work in their scrap-book.

It would be a good plan to have a large composite war scrap-book for the grade, and divide the children into groups, having each group to work on different topics that are connected with the war, thus arousing competition.

In making our scrap-book, one group could work up one section of it called "Who's Who in This War." This would lead the children to know about the leading men of today. Each member of that group could collect material on one man. Having President Wilson's picture on the front page, there would be no trouble finding material on him for our scrap-book. Our next man might be Hoover. Material could be easily collected on him and his great work. Advertisements could be found in every daily newspaper and magazine on food conservation. There are many other men who should have a place in our war scrap-book—Garfield, for one, the coal administrator. Good material could be found in *Review of Reviews* in January and February numbers, especially, in *Current Opinion* and daily papers. Others, which I shall only mention, could be worked out along with these that I have taken up, as, Josephus Daniels, McAdoo, Baker, and General Pershing.

Another group could work up a section of the book called "War Loans," which would include information about Thrift Stamps, War Saving Stamps, etc. This would be very interesting to children, for some of them are saving their money by buying Thrift Stamps. They have also heard and read much about saving.

Then another group of pupils would be interested in collecting "War Cartoons" for another part of their book. These are found everywhere, in daily papers, *Literary Digest*, *Current Opinion*, *Life*, and *Review of Reviews*. This would come in especially good now, since there are such expressive cartoons, as the following: "Saving food," "Saving coal," "Helping the soldiers," "The work of Uncle Sam," "Peace," and "Victory for the Allies."

Then another section could be on public buildings used by Uncle Sam. The pictures could be easily found not only from magazines and daily papers, but from post-cards which the children already have.

The resourceful teacher may find many more topics for her scrap-book. This is merely a suggestion to the live teacher, and one that can be adapted to any grade.

LILLIAN SHOULARS, '18.

The Teaching of the Story of George Durant, the Pioneer Settler of North Carolina

This suggestion is a general plan for the teaching of the story of George Durant, and is suitable *to be adapted* for the fourth, fifth, and sixth grades.

Of course, in the fourth grade it is presented in a much simpler way, and with less complications in the plot, than in the fifth and sixth grades. In the fifth grade its geographical side may be emphasized, while in the sixth grade the government is a very important feature. Each teacher may adapt this work to suit her own particular grade and community, and approach the story in terms familiar to the children she is teaching.

Below is a general outline of the life of George Durant to be used in the fourth, fifth, and sixth grades:

OUTLINE OF THE LIFE OF GEORGE DURANT

- I. *The people of Virginia needed more lands.*
 - a. They followed the streams toward the southeast.
 - b. Hunters and trappers reported this region to be rich in game and soil.
- II. *George Durant heard this and decided to explore this country.*
 - a. He set out with a few companions.
 - b. Description of the country through which they traveled.
 - c. His companions selected their lands.
 - d. Durant explored this country for two years.
- III. *Durant purchased his lands from the Indians.*
 - a. He selected his land.
 - b. He bought it from Kilcokonen, an Indian chief.
 - c. He built his home.
 - d. He sent for his family in Virginia.
- IV. *Durant's family arrived and prospered.*
 - a. Description of his home.
 - b. The farm products they raised.
 - c. They exported as well as imported several things.
- V. *Other settlers followed, and the settlement grew and prospered.*
 - a. The products of the colony.
 - b. They sold these to other colonists.
 - c. They traded with England.
 - d. They used tobacco for money.
- VI. *The settlement named Carolina.*
 - a. King of England gave it to the Lords Proprietors.
 - b. The Proprietors named it for King Charles.
 - c. They appointed a governor.
- VII. *Two bad laws were passed.*
 - a. A tax on tobacco.
 - b. The colonists had to sell their tobacco to English merchants alone.
 - c. They objected to these laws.
 - d. Durant was selected to make known this objection to the King.
- VIII. *Durant as leader of the Albemarle Colony.*
 - a. The Proprietors selected Eastchurch for governor and Miller to assist him.
 - b. Miller, acting in Eastchurch's name, carried his authority too far.
 - c. The colonists, with Durant to lead them, objected.
 - d. Sothel, one of the Proprietors, was sent to govern the people.
 - e. Proving unsuitable, he was banished, leaving Durant as leader until another could be selected.
- IX. *Durant's last days.*
 - a. He served his colony as a justice of peace.

In the oral presentation of this story the teacher should choose her words carefully, making each picture word, such as "wilderness," stand out so prominently that the children see the picture vividly, and as a result readily feel themselves a part of the story. Questions thrown out at intervals make the children pay attention, or they serve to check up

the ideas you have given or to make it seem a part of their own lives. Whatever the form of introduction, be sure that the concept the children have is a basis familiar to them upon which they may found the whole story.

The people of Virginia, who had settled around the Jamestown colony, selected farms along the river banks on account of the fertility and easy transportation. This is splendid to be used for a basis of the story in the fifth grade, putting emphasis on the geographical parts and maps.

The chief crop of this Albemarle colony was tobacco, which they shipped to England. This necessitated easy access to the coast. Traveling through the forests was extremely difficult and dangerous, so the settlers pushed farther and farther along the river banks, seeking to find good farming lands near the rivers. From the map of North Carolina and Virginia pupils of the fifth grade quickly see why the people came toward the southeast. The younger children appreciate this significance also if they are led to see it by hints from the teacher.

The trouble the colony had about governors would be excellent for the sixth grade, but would be entirely above the comprehension of the lower grades.

There are only two points in the story of George Durant that could not be said of any other pioneer of that time. They are these: the trouble about the governors, and the purchase of his lands from the Indian chief Kilcokonen, who gave him a deed. Every North Carolinian should know the story of George Durant, but there are comparatively few who do know it. The fact that he owned the first deed ever given in America is enough to make him famous. The story is one of the big, thrilling pioneer stories that should not be allowed to die.

NANNIE M. CLAPP, '18.

The Plan Used for the Fourth Grade

The following is the plan actually used in introducing George Durant to the fourth grade at the Model School:

Teacher's aim: To teach the story of George Durant as a type of pioneer life.

Pupils' aim: To find out who George Durant was, where he lived, and what he did.

INTRODUCTION

"What men have we learned about who left their homes and came to America?"

The children answered, "Columbus, Raleigh, John Smith, and Marquette." They also told the country from which each man came.

"Which one of those men tried to settle North Carolina?"

The children readily answered that it was Raleigh, and one child told about the attempted settlement, very briefly.

"Now, wouldn't you like to hear about a man who was born in America and not in a foreign country, and who did what Raleigh failed to do?"

Then the story was given by the oral presentation method. The following is the brief outline and a few typical questions which were asked during the presentation of the story:

- | | |
|--|--|
| I. Where Durant was born, and why he came to North Carolina. | I. What State were you born in? Have you ever moved from one place to another? Why? Why do you suppose Durant came to North Carolina? |
| II. Explored North Carolina for two years until he found a place for his home. | II. Why didn't Durant settle down when he first came to North Carolina? |
| III. Built his house and furnished it. | III. What kind of a house do you imagine Durant built? What kind of furniture do you think he had in his house? |
| IV. How Durant got ready to farm, and what he raised on the farm. | IV. What are some of the things you think Durant raised on his farm? |
| V. How Durant became able to own a brick house. | V. What did Durant do which made him able to own a brick house? |
| VI. The dress of the pioneers.
(a) Early life and later. | VI. How do you suppose Durant's children dressed? Why couldn't they dress as you do? But when Durant became rich how do you think his children dressed? |
| VII. Amusements of the pioneers. | VII. What do you think Durant's children did for fun? What pleasures do you have which they did not have? |
| VIII. Lack of school and churches. | VIII. Why couldn't Durant's children go to school and church as you do? How were they taught? |
| IX. The government of the early pioneers and the later government. | IX. At first the pioneers had no form of government. Why did they need it later? In what way did the early government of North Carolina resemble our government today? |

In teaching the story of George Durant, I could not use the map, because the children had no knowledge whatever of maps; also, because of their limited knowledge concerning government, I could not take up the complicated form of government, but, instead, only touched on it.

HANDWORK ACTUALLY DONE

Because of lack of room, we could not have a sand-table. We did some hand work, however. The boys made a log cabin of cornstalks. Much interest was manifested by all in this work. The boys brought

their tools from home, and four boys remained every afternoon and worked about half an hour until the cabin was completed. They also made furniture out of cigar boxes. The girls cut pictures from magazines and furnished a modern home by pasting the pictures on a 9 x 12 sheet of drawing paper. They compared their work with the log cabin, thus seeing the progress made.

BERNIE ALLEN, '18.

Time Study As a Language Topic in the Third Grade

The study of time as a language topic showing the natural divisions, old methods as well as new methods of telling time, proved very interesting to the children of the third grade. This topic, as we dealt with it, naturally divided itself into four distinct lessons, all of which were purely conversational.

First, we took up the divisions of time—the year, month, week, day, hour, minute, and second. Then we passed on to the seasons—spring, summer, autumn, and winter. The children quickly saw for themselves these were natural divisions of time. They recognized day and night as being natural divisions also.

In our second lesson we brought in the needs of telling time, and why it is so important for us to know how to tell time. The children gave several reasons why we should know how to tell time. Some of these were:

To know what time to get up.

To know what time to eat.

To know what time to go to sleep.

To know what time to study.

To know what time to go to catch a train.

Railroad men should know how to tell time to prevent accidents.

The different ways of telling time were brought out in our next lesson. One of the first ways we found that people used in olden times was by the position of the sun in the sky. It was explained to the children by the teacher why the sun made longer shadows in the early morning and late afternoon than at noon. Another way was by the shadow-stick. This was explained in the same way. Next, the hour-glass was taken up. There were two kinds of hour-glasses, one in which you used sand and in the other, water. We made an hour-glass so that the children could see more clearly how it was used. We made it of two ink bottles, using one cork for both bottles. Through this cork we made a hole so that the sand we used could run through very slowly. By having this to show the children they seemed to understand clearly how people used to tell time.

How King Alfred learned how to tell time by candles was very interesting to the children, because they had been studying about him in their

reading lessons. This was illustrated by a candle marked off with colored strings representing hours.

The sun-dial was discussed next. We made a sun-dial of pasteboard which gave the children a very clear idea as to how time could be told by it. The children gave several reasons why this was not a good method. Some of these were:

It did not give a chance to tell time at night.

Some days were cloudy and there were no shadows.

The conclusion was soon reached by the class that the sun-dial was not a good means of telling time.

The study of clocks and watches was taken up as the climax of the subject. The clocks discussed were the grandfather's, cuckoo, alarm, and electric. The structure of each of these was studied. The teacher told the class of some of the wonderful clocks of the world, the Strausburg clock and others. It was interesting to hear the children tell the different places they had seen clocks—in courthouses, churches, depots, and postoffices. In connection with clock study the children learned to cut different kinds of clocks in their drawing lesson. They also made several clocks out of cracker boxes. During their singing period they learned a song, "The Clock," taken from "Progressive Music Series," Volume I. This correlative work in drawing and singing made the work more interesting for the children. Different kinds of watches were discussed, especially the watches the soldiers use, and they learned why they used this kind.

At the end of our study of time the children had accumulated a good collection of pictures of clocks and watches. These were put on the wall on one side of the room.

LETHA JARMAN, '18.

The Story of Wool. Chapter I—Pastoral Life

The study of Pastoral Life in the second grade was taken up from the standpoint of Language, though it is a continuation of Primary History from the hunting and fishing stage of Primitive Life.

First, a review lesson was given, getting from the children how man first obtained food by means of hunting and fishing, the obstacles he grappled with and his methods of overcoming them, how man realized the need for other ways of maintaining life, after the resources provided by Nature had been exhausted. Here there was a discussion of what was best to be done, resulting in the decision that the only way to have food and clothing was to raise it. A discussion of what animals are best for domestication brought some rather random guessing, but was easily guided into the right channels. Of several kinds of animals which are of domestic value to man, the sheep was found to be a good type to base the study of Pastoral Life upon, because of its clothing value and food value.

This was taken up from the viewpoint of Shepherd Life. It was approached by a brief discussion of the value of wool to us today: woolen clothing that the girls and boys wear to school in winter, dresses and suits and coats; blankets that keep us warm at night; woolen thread or yarn with which we knit sweaters for the soldiers and for ourselves; and the question of where the wool comes from originally. From this we passed on to the life of the sheep. As a teacher's reference, "The Song of Our Syrian Guest," by William Allen Knight (Pilgrim Press, Boston), gives ample and interesting facts which will impress the pastoral care upon children. This little book is simply a development, with practical enlarging explanations, of the twenty-third Psalm. To make it definite and concrete, the work was taught as a day in the life of a shepherd:

OUTLINE OF WORK

- I. Needs of the sheep.
 1. Grassy places for pasturage.
 2. Constant change of pasture in those days.
 3. Good drinking places.
- II. Home of the shepherd (not touched upon to any extent).
- III. Round of daily activity.
 1. Roaming existence of the shepherd.
 2. Destination always a drinking place.
 - a. Kinds of drinking places found in pastoral countries.
 - b. Dangers of drinking places.
 - c. Method of watering the sheep.
 3. Familiarity of and confidence of the sheep in the shepherd.
 4. Constant and careful watch of the shepherd.
 - a. Perilous places in the mountains.
 - b. Stupidity and guilelessness of sheep.
 - c. Private fields and gardens trespassed upon, sheep are forfeited.
 - d. Wrong paths easy to take.
 - (1) Some lead off a precipice.
 - (2) Some are intricate and the sheep get lost.
 5. Affection of sheep for shepherd.
 - a. Trained sheep.
 - (1) Wolf gets into the flock; panic of sheep; shepherd gets control of sheep by shouting like wolf; this is a signal for the sheep which make a rush and thus often instantly crushes wolf.
 - b. Robbers lurking in ambush to steal lagging sheep.
 6. Shepherd's weapons and staff.
 7. Dangers for sheep attended to by shepherd.
 - a. Poisonous grasses hard to distinguish.
 - b. Snake holes in pastures.
 - c. Mole holes concealing snakes.
 - d. Holes and caves in mountain-sides.
 - (1) Wolves, panthers, hyenas.
 8. Home again!
 - a. The sheep fold.
 - (1) Inspection of the sheep by the shepherd.
 - (2) Attention to any wounds.
 - (3) Watering.
 - (4) Rest under the stars.

Pictures were used throughout this work, in each day's recitation—not from the formal picture-study standpoint, but pictures (copies of famous paintings, some of them from *The Ladies' Home Journal*, from The Perry Picture Company, Boston, and any source available) were passed about among the children for a brief examination, then attached to the wall in front of them and referred to by the teacher during the recitation whenever it was deemed appropriate.

Questions were asked concerning one picture in which there appeared a dog. It was then "discovered" or decided that the dog was a very valuable domestic animal for many reasons, particularly in the raising of sheep. The story of The Good Shepherd as found in "For the Children's Hour" by Bailey and Lewis depicts vividly and very beautifully the inestimable devotion of the shepherd for the sheep, and serves as a beautiful story with which to end the Pastoral phase of the Study of Wool.

ELIZABETH HATHAWAY, '18.

Chapter II—Our Woolen Clothes

The story of our woolen clothes followed the story of Pastoral Life in Language study.

I introduced this study by using the story of "The New Red Dress," taken from "For the Children's Hour." In the story we find exactly how wool was manufactured when our grandmothers were little girls. I told the story without asking the children very many questions.

The second day I began the lesson by telling the boys and girls of the great sheep ranches of our country. I told them the different ways the sheep are sheared and how the wool is cared for until it is carried to the great woolen mills. Then followed the story of the wool as it passes through the different processes of manufacturing, which are as follows: After the wool reaches the mill it is carried to a room, dumped on the floor, and sorted. After it is sorted it is carried into another room, where it is cleaned. The people give it a good pounding or beating which takes out some of the dirt, then they wash it well with lye. This is called *scouring*. When the wool has been cleaned it is carried into another room, where there are large drums. In these drums are cylinders containing sharp teeth. After the wool is put into these drums the cylinders rotate very fast, and when the wool comes out it is torn into a fluffy mass. This is carried into a large room with a stone floor, where it is spread on the floor and by means of machinery it is sprinkled with olive oil. This is to make the wool feel softer.

After the wool leaves this large room it is carried to the carding room. Passing through the carding machine it comes out in layers called *laps*. These laps are wound on rollers, where it is *spun* or twisted into yarn. The yarn is then woven into cloth. This is done by many threads, called the *warp* threads, arranged in parallel lines, and another set of threads

rapidly woven in and out in opposite direction. These are called the *woof* threads. The cloth is then washed and pressed. The fuzz that is on the cloth is caused by passing the cloth through the teasel machine.

Each process of manufacturing will have to be enlarged upon and adapted to suit the grade in which it is taught.

The fourth day we had a general review of both pastoral life and the manufacture of wool. In the review I succeeded in getting the stories of each from the children.

SADIE THOMPSON, '18.

Mother Goose Week in the First Grade

For one whole "Mother Goose Week" the Mother Goose rhymes were used for all kinds of work in the first grade. The rhymes were used in reading, language, writing, and for seat work.

In preparation for the "Mother Goose Week" both reading sections read some rhymes. The lower section had the rhymes "Little Boy Blue" and "Jack and Jill." In these rhymes they learned the words, *little, boy, blue, come, horn, sheep, in, the, meadow, corn, after, asleep, Jack, and, Jill, hill, get, water, down*. They memorized the rhymes, sang them and played them.

In playing Little Boy Blue, they chose some one to be Little Boy Blue, some children to be the cows, and some to be the sheep. Little Boy Blue lay down behind the desk. The sheep and cows were on one side and in the front of the room. The children said the rhyme one at a time, then others were chosen to play it. In the rhyme, Jack and Jill, a little girl and boy were Jack and Jill. They used the waste paper basket for a pail and ran across the room for going up the hill. They said the rhyme as they played it.

In the higher section they had the rhymes, "Little Boy Blue," "Little Bo-Peep," "Jack and Jill," "Humpty Dumpty," "Little Bettie Blue," "Lucky Locket," and "Baa! Baa! Black Sheep." They memorized these, and sang the ones they knew, which were "Jack and Jill" and "Baa! Baa! Black Sheep."

The next week was used to review the Mother Goose rhymes. This was called "Mother Goose Week." The reading, writing, language, music, and seat work were correlated with Mother Goose. In the reading they read Mother Goose rhymes and little stories connected with the rhymes in the primer. In the writing lessons they learned to write words taken from the rhymes. The words they learned to write were, *sheep, asleep, Jack, and, Jill, to, get, and, water*.

For seat work they illustrated the rhymes "Little Boy Blue," "Jack and Jill," and "Little Bo-Peep" with paper cutting. The children learned a new song, "Six Little Mice." They sang this with the ones they already knew, "Baa! Baa! Black Sheep" and "Jack and Jill."

In the language work they asked Mother Goose riddles. Each child would say something that would suggest a riddle, as, "I am a little boy. I went to sleep under the haystack. Who am I?" The other children would guess the rhyme. The one who guessed right asked the next riddle.

One day they had a game they called "A Mother Goose Circus." In this game a stage manager was chosen. He decided on some rhyme he wanted to present to the room. He chose the characters and gave them instructions. These children left the room for a few minutes to make all their preparations, then they came back and acted silently some rhyme they had had. In acting "Little Bettie Blue" one little girl took off one of her shoes and came into the room hopping and looking all around. The other children guessed it right at first. In acting "Little Bo-Peep" a little girl walked across the room with a crook in her hand. She looked very sad. "Little Boy Blue" and "Jack and Jill" were acted in the same way as they were illustrated in the reading lesson.

When the children guessed the rhyme, instead of saying, "It's Jack and Jill," they gave the whole rhyme, "Jack and Jill," or the whole of whatever rhyme they thought it was. The child who guessed the rhyme was allowed to be stage manager for the next rhyme.

Since "Mother Goose Week" was at the beginning of the month, a Mother Goose calendar was made. This was made by two of the girls teaching. It was a crayola drawing of Jack and Jill going up the hill. The children put the date in for each day.

This work was very interesting to both the teachers and the pupils.

LOUISE CROOM, '18.

The Continuation of Home Building

The furnishing of the play-house is now occupying the attention of the first grade, as a continuation of the home building, which was given in the fall issue of THE QUARTERLY.

The children and the student-teacher decided they would let the lady who was to live in the house furnish it. They concentrated their attention on her for a while and let the house alone, as they wanted to know something about her before they trusted her to furnish the house. A doll was presented to the class as mistress of the home, and they named her Katie Gold.

The making of the dress for the lady of the doll-house was first taken up and made a most interesting lesson, for the boys as well as the girls.

The little one-piece dress with the sleeves and the dress all cut together was chosen for the design, because it was easier to cut and make. Teacher had them first to cut the pattern which we would use later in cutting the dress. A piece of paper 6 x 9 inches was given to each child. This was large enough as the doll was very small.

The teacher first cut one, and gave the directions as she cut, and when she finished, the children cut theirs. For the next assignment she asked

them if they would like to bring the material to be used for the doll dress, and said if each one would bring some cloth she would have lots of different dresses. Most of them were eager to do this.

The next lesson was devoted to the cutting of the dress. Many of the children brought the goods. Some brought gingham, some silk, some percale, and some thin white goods. It was surprising to see how interested the boys were in this. The teacher also took some extra material in case there was some one who would not bring any. Several patterns were cut and given to those that did not get theirs right. The fact was brought out that, if the pattern was not perfect, then the dress would not be perfect, and Katie Gold would never consent to wear a dress that did not fit.

The class was asked to observe carefully while the teacher folded the cloth and pinned the pattern on it, seeing that both the folded edge of the pattern and the goods were together. Then the cutting was begun by cutting around the pattern as directed.

The third lesson, and most enjoyable of all, was the sewing of the dress, which was done in this way: The teacher made the dress slowly, one step at a time, the children doing each thing immediately after her. The first step was threading the needle; second, the hemming of both sleeves; third, sewing the sleeves and down the sides; fifth, and last, gathering the neck. Then the dress was completed. Tiny fingers all over the room were hard at work, each child trying to make his or hers the best, for they were told that the one who made the neatest dress would have the honor of letting Katie Gold wear that one first. The teacher was astonished at the dresses these little unskilled fingers made, and it was hard to judge among several which was the best.

Now that they had Katie Gold all dressed up, they were ready to help furnish the house.

In looking over the doll-house we found that there were three things needed to add to Katie Gold's pleasure and to make the furnishing of her bedroom complete. These were the rugs, the bed, and the dresser; so our next task was to make these. The chairs and table had already been made.

The weaving of the rugs on the wooden loom, using strips of white and blue cheesecloth, was what was done first. This gave the children an insight into a big industry.

Squares of tow-sack were given them as an introduction, and they were asked to pull the threads and see how the material was made. They at once saw that they had been doing work previous to that on the same principle in the weaving of the mats.

After this introduction, most of them were able to go on weaving the rugs with but very little help. Several lessons were needed to complete this work, and it was surprising and inspiring to see the results obtained in these rugs by children so young.

Our next work was the completion of the furniture for Katie Gold's bedroom. With the children's suggestion, the bed was made first. This, they said, was the most important, for she must have a place to sleep. The bed was made with the cream drawing paper folded into sixteen squares. The directions were given, and the work was done step by step, first by the teacher, then followed by the children. The dresser was made in the same way by using the sixteen-fold paper.

These lessons formed a good basis for language and incidental reading; so our next lesson grew out of these.

The lesson was begun by asking the children how they would like to learn more about their little classmates. As many as would came up to the front and told something about themselves. Many of them were anxious to do this. To get them started off on this, the teacher first told a short story about herself, and then the children that wished to told something about themselves.

The teacher asked them if there was some one else that they would like to know about—one that they had been doing so much for. At once they all responded, "Katie Gold."

The teacher had already written on the board, before the class, short sentences concerning Katie Gold. She then told them that as Katie Gold could not talk for herself, her little life story had been written on the board. Then they were asked to read the following sentences:

My name is Katie Gold.

I am the lady of the doll-house.

I have lots of pretty dresses.

The Blues and Reds made them for me.

(The room was divided into two sections: the higher section was called the Blues, and the lower the Reds.)

They made nice rugs for my house.

They made me a nice bed to sleep on, and a dresser to dress by.

The little boys and girls are so nice to me.

They even built my house.

I love all of them.

After they had read the sentences with the help of the teacher, a little game was used, so that they would get the new words. It was played this way: A child was chosen as captain, and he was to come up and say, "I am thinking of a sentence. Can you guess the one I am thinking of?" The reply was to be: "Are you thinking of, 'My name is Katie Gold?'" pointing to the sentence as he or she read it. If this was not the sentence, then the captain was to say: "No; I am not thinking of, 'My name is Katie Gold'" or, if it is, "Yes; I am thinking of, 'My name is Katie Gold,'" and so on the game goes.

This also trains them in sentence making.

My time having expired, I bequeathed to my successor the pleasure of completing the furnishings of the remaining rooms for Katie Gold's house.

BLANCHE ATWATER, '18.

Using the Hands in Teaching Eskimo Life

In my teaching in the first grade, for two weeks much of my drawing, construction work, and language was in connection with Eskimo life.

The following outline shows how Eskimo life was divided into different lessons in language:

- I. Description of country, animals, and dress.
- II. How the Eskimo lives; what his home is like; what he eats.
- III. Transportation, occupation, amusements.

I shall not attempt to give a complete report of what was done in teaching Eskimo life in the first grade, because this has been in THE QUARTERLY before. I wish to emphasize the handwork, that is, the drawing and construction, that we did this year. Before this the sand-table has been used, and all of this work has been for that.

Each day in my language lessons points were made clear in the minds of the children by a simple sketch on the board. In telling them about the "Great Northern Lights," not until I had sketched the rays behind the great mounds of snow and ice was I able to make it clear in their minds. Their canoe was also made more vivid by the blackboard drawing.

Most interesting construction and handwork grew out of each day's lesson, for after the first day the child had a pretty clear idea of how the Eskimo boy looked dressed in his fur clothes, and I had them cut him in two different positions. The first was made very simple by folding the paper in the middle; the other, a little harder for them, showed the bone he had in his hand; but very good results were obtained.

After another day's lesson they were interested in making a home for their little boy. From their previous language lesson they had a good mental picture of the igloo, and I let them cut the front view and also the side view—of course, cutting one for them first myself.

Knowing my time was limited, I let other girls, who taught reading to one section at a time, give, as seat work to the other section, other things connected with Eskimos, such as dogs, sleds, bear, etc. No class time was taken up with this. Before beginning her reading lesson, the girl placed the object she had cut on the blackboard before them and they straightway went to work and interfered not in the least with the reading lesson. Each time, at the end of the lesson, I selected the best from the lot and kept for the poster, which I had had in mind all along.

I mounted the children's own cuttings on black paper to make an Eskimo village, and used chalk marks for the snow and the "Northern

Lights." This made a very attractive poster. The children were just as interested and excited over the poster as I, and especially those who found their own cuttings on it.

MATTIE PAUL, '18.

Seeing the Pictures in a Poem

I selected the little poem, "The Fairies," to teach to the children in the third grade, because it is so rich in pictures and in other suggestions which are dear to children that are still in the fairy-loving age. The title had a charm for them because of their love for the fairy tale.

My aim was to lead the children to enjoy and appreciate the poem by helping them to see the pictures in it. This poem is found in "The Progressive Road to Reading," pages 28-30. The author is William Allingham.

As I read the poem I told them I wanted them to be thinking about the pictures they saw and to be able to tell me some of them when I had finished reading the poem. I then read the entire poem, then I asked several children to tell me one thing they saw. One child said he saw the old king sitting up on the hilltop. Another saw the Fairies with red caps and green jackets and white owls' feathers. Another one saw the frogs these little Fairies had for their watch-dogs. After this I read the poem stanza by stanza. I will quote only one stanza:

High on the hilltop
 The old king sits;
 He's now so old and gray
 He's nigh lost his wits.
 With a bridge of white mist
 Columbkil he crosses,
 On his stately journey
 From Slieveleague to Rosses;
 Or going up with music
 On cold starry nights,
 To sup with the queen
 Of the gay Northern Lights.

These are the questions I asked on this stanza:

Where does the king of the Fairies live? To this question I got this response: He lives up on the top of a high hill. The old Archaism, "Nigh," was very funny to them, and they replied that they thought he was so old he was almost crazy.

What kind of bridge did they cross?

What do you mean by Columbkil?

Whom did the king visit?

What are the northern lights?

They did not know what the northern lights were; so I told them they were lights seen in the northern sky, but we don't see them here as much as they do up far north in Eskimo Land.

The questions I asked on the other stanzas were these:

What word tells us the size of these people?

How do they dress?

Where else do some of these fairies live except in the mountain and glen?

What do they live on? To this question I got this response: They lived on crispy pancakes, but they were not like the ones our mothers make today.

What did they have for their watch-dog? Why was he called a watch-dog?

The fourth stanza tells us some of the things they do, so I asked these questions:

What did the Fairies plant?

Where did they plant them?

What would they do to people if they dig their plants up? When I asked them if they would have dug them up, they all said: "No, indeed; not for any thing, because if we had, they would have put thorns in our beds at night."

Why do people fear these little men? I got this response: Because most people were afraid they would do something these fairies did not like. Another thing we found out was that they always went about together.

After we had seen the pictures in each stanza separately, I had five children to come up and read one stanza each. Then I read the poem again so as to be sure to leave the right form before the children.

The last five minutes were taken up in studying the pictures in the book. This made it more real.

The children as well as the teacher seemed to enjoy the poem very much.

ALICE OUTLAND, '18.

A Sentence Book

Although it is claimed that grammar is not taught in the intermediate grades, there is a certain amount of it that comes under the head of "Language work." By the end of the fifth grade the kinds of sentences and the different parts of speech should have been mastered. "*Language in the Elementary Schools*," by Leiper, has at the end of the section for fifth grade the amount of technical grammar that should be covered.

The teaching of the sentences comes first. The teacher should let the children see that the sentence is used whenever one person wishes to tell a thing to another person. When he writes it with his hand, instead of telling it with his tongue, the eye of the other person catches it. You must lead them to recognize sentences by the eye before you can expect them to write them. This can be done by having them hunt for sentences

in magazines, newspapers, pamphlets, catalogues, and posters. The war posters on display now have excellent examples, as, "Will you do your bit?" "Everybody is Helping Win the War," "Women, Save America," "Economy Will Win the World," and others of the same type are in abundance everywhere, if the teacher will only lead the pupil to "keep his eyes open."

After they can readily recognize the kinds of sentences, the children can clip simple, short sentences they find in print and they can have a scrap-book in which to keep them.

The next step is leading the children to see the subject and the predicate, the two parts of the sentence. The distinction between the subject and the predicate was vividly shown recently in a Food poster, in the sentence, "*Food* Will Win the War." Food was printed in red and the remainder of the sentence in black. A child who had learned the subject and the predicate would be delighted in finding this. Let the children bring clipped sentences to class and cut them into two parts, pasting the subject on one side of the book and the predicate on the opposite. If a child sees sentences or illustrations in his reading lessons or books that he cannot cut up, he can copy these neatly in the scrap-book. These are only type suggestions by which the principles of sentence structure may be reviewed and applied.

As they study each part of speech they can look for these in print and make collections of them. Sometimes for busy work they can look for nouns, cut them out, and have a list of them to paste in their scrap-books. This can be done, of course, with any part of speech.

Near the last part of the fifth grade it is well to check the pupils up and see if they understand what they have been doing. The making of the scrap-book can be postponed until this review, and can be used as a device by which the test can be successfully directed.

The scrap-book can be easily made and is very simple. Heavy cardboard taken from old tablet backs or grey drawing paper may be used for the back and the white drawing paper as a filler. At the top of each page the name of the topic being studied may be written and the illustrations pasted in neatly beneath.

If the child is made to realize that grammar is not only learned in school and in a book labeled "Grammar" or "Language," but is in all his life, he will see the importance of it, and it will then cease to be an irksome, uninteresting, and formal set of rules memorized and applied only during the grammar recitation period. He also takes great pride in the subject when he has a grammar book that he has made himself.

BESS TILLITT, '18.

Some Indoor Games for the Schoolroom

Indoor games used for rest between periods of work requiring mental effort, or used on a rainy-day program, are good because they avoid the unnecessary handling of books and pencils, and the general restlessness of the children in the classroom. They get "the wiggles" out of the children, or, in other words, they furnish an outlet for their pent-up animal spirits. They are particularly useful in grades below the fourth. Only five minutes in the classroom will wake up a class—five minutes of lively competition, of laughter and of involuntary interest. What a change for the next task requiring concentration!

The timid, shrinking child learns to take his turn with others; the bold, selfish child learns that he may not monopolize the game or cheat the others out of their opportunities to play. Coöperation is the very life of the game.

Below are suggestions for a few of the many games that are especially good for coöperation, which may be used for these rest periods in the primary grades.

AUTOMOBILE RACE

This schoolroom game is played with most of the class sitting, and is a relay race between alternate rows. The first child in each alternate row, at a signal from the teacher (or a child playing the part of referee), leaves his seat on the right side, runs forward around his seat and then to the rear, completely encircling his row of seats, until his own is again reached. As soon as he is seated, the child next behind him encircles the row of seats, starting to the front on his right side and running to the rear on the left side of the row. This continues until the last child has encircled the row and regains his seat. The row wins whose last player is first seated. The remaining alternate rows then play, and, lastly, the two winning rows may compete for the championship.

The interest may be increased by making the race between different makes of automobiles. The first child in each row chooses the make of the automobile which he is to represent. The winning row then claims that his chosen automobile is the winner.

CAT AND MICE

One player is chosen to be cat, and hides behind or under the teacher's desk. After the cat is hidden, the teacher beckons to five or six other players, who creep softly up to the desk, and when all are assembled, scratch on it with their fingers, to represent the nibbling of mice. As soon as the cat hears this she scrambles out from under the desk and gives chase to the mice, who may save themselves only by getting back to their holes (seats). If a mouse is caught, the cat changes places with him for the next round of the game. If no mouse is caught, the same cat may continue, or the teacher may choose another at her discretion.

A different set of mice should be chosen each time, so as to give all of the players an opportunity to join in the game.

I SAY, "STOOP!"

This game is a variation of the old familiar game "Simon says," but calls for much more activity.

The players stand at their seats or in a circle, and in front of them the leader or teacher. The teacher says quickly, "I say, Stoop!" and immediately stoops herself and rises again, somewhat as in a curtsy. The players all imitate the action; but when the leader says, "I say, Stand!" at the same time stooping herself, the players should remain standing. Any who make a mistake and stoop when the leader says, "I say, Stand!" are out of the game.

THE LOST CHILD

The players are all seated, with the exception of one, who is sent from the room. When this player is well out of sight and hearing, the teacher beckons one of the players, who leaves the group and hides, under the teacher's desk or in some other place. The rest of the players then change their seats, and the one who is blinded is called back and tries to tell which player is hidden. When successful, this first guesser may be seated and another chosen to be blinded. Otherwise, the first guesser blinds again.

FEATHERS

All players stand by their seats with their arms at their sides, ready to begin the game. The teacher in front of the class says, "Chickens have feathers," and immediately raises both arms, and lets them fall again. The players all imitate the action—that is, if the animal, fowl, or bird has feathers. If not, the players stand motionless while teacher goes through same process. The game continues, one sentence rapidly following another, as, "Catbirds have feathers," "Rabbits have feathers," "Dogs have feathers," etc.

Any pupil who makes a mistake and raises his arms when the object does not have feathers, takes his seat and is out of the game.

GUESS WHO

The teacher, standing before the class, calls one of the players to be the guesser, and blindfolds him by putting her hand over the player's eyes. The teacher then signals one of the players from the group to come and stand in front of the guesser, while he, by feeling of the hair, dress, etc., guesses what player is standing before him. If the guesser is successful in guessing the correct one, he then has another guess. If not successful, the guesser takes his seat and second player takes his place.

WILLIE WILSON, '18.

Playground Games

I am giving below some games which were originated or adapted, and tried out by a group of children I knew before coming to the Training School, and which I used very successfully at the Model School.

I. PLAYING INDIANS

(Ten to thirty or more players)

Select two children to be Indians. The other children have their home marked off on the playground, using the rest of the playground as woods. The children leave their home to play in the woods, and are chased by the Indians. The first child that is caught is made prisoner and is bound to a tree with a long rope. A knot is not permitted to be tied in the rope, but the rope is wound around the child and the tree so that the ends are not easily found. The other children try to unwind the rope and set the prisoner free without being caught. While the Indians are chasing some of the children home, the other children are trying to set the prisoner free. If they are caught, they also are made prisoners and placed in a prison near the tree, and they cannot help to set the other prisoner free. If the prisoner is set free before all the children are caught, the second prisoner is bound, leaving all the other prisoners in prison; but if all the children are caught before the first prisoner is set free, the first two children that were caught are selected as the Indians and all the other children are permitted to return home, and the game is continued as before.

II. NO BEARS OUT TONIGHT

(Eight to twenty or more players)

Select two children to be bears. The other children have their home marked off on the playground, using the rest of the playground as woods. The children leave their home to play, and are chased by the bears. The first child that is caught is placed in a prison about fifteen feet from the home. The other children try to set the prisoner free, by getting to the prison without being caught. If they succeed in getting to the prison they cannot be caught until they return home. If all the children are caught before the first prisoner is set free, the first two that were caught are selected as bears; but if all the children are not caught, and the "bears" are tired out, the first two children that were made prisoners are selected as the bears, and the game is continued as before.

III. TAP HAND

(Ten to thirty or more players)

The children are divided into two equal groups and stationed in straight lines opposite each other about thirty feet apart. The children hold out their hands with palms up, while one child selected from one of the sides lightly taps each one of them, and then taps one hard. The one which he taps hard chases the tapper. If he catches him before he reaches his side, the chaser claims the tapper as his captive. Then the chaser becomes tapper on the opposite side. The object is to get all the children on one side.

IV. SHEEPY

(Five to thirty or more players)

Draw a large ring in which all the children except the shepherd are stationed. The shepherd walks forward calling, "Sheepy! Sheepy!" while the children in the ring, the sheep, follow behind, answering with "Baa! Baa!" When the shepherd gets away from the ring a short distance, he suddenly turns and chases them. All which are caught before they get to the ring have to help get the others out by reaching into the ring and pulling them out, being very careful not to go into the ring with both feet. After all are out, the first one caught has to be shepherd; and so on.

Below are some games which were also very successfully used, the directions of which are found in *The Game Book* written by Bancroft:

Stealing Sticks.

Poison.

Prison Base.

Follow the Leader.

Pretty Girls' Country.

JESSIE HOWARD, '18.

Local Errors

There was a stranger from another part who visited a certain town in Eastern Carolina. As this section was new to him, his ears were naturally sensitive to local errors.

Below are some of the errors he heard while he was in this town:

The "Double Negative," he heard used on the street very often. Somebody would say, "I don't think the train has come nohow," or "I don't know nothing about that suffragette business."

The ladies, he noticed, were very fond of saying, "have got." He would hear them in the stores saying: "Well, I have got me a new spring hat," or, "I have got a new dress."

He visited the school one day. The pupils said "hain't," "ain't," "tain't," and "narry." The teacher thought she was doing her duty by

teaching them the correct usage, "It is I." She didn't seem to think that it would be much better for them to say, "It is me" all of their lives, than to say "hain't," "ain't," "tain't," and "narry."

At church even his ears were offended. He noticed that the preacher always said, "Between you and I," and "These kind."

He noticed people used the wrong tense in speaking. They would say, "He come last week," "I takened," "I seen." But when he heard some one say "I would a-went," he just had to cover his ears and grit his teeth.

One night as the stranger was coming from the theater he heard a voice behind him saying, "She certainly sung well." A soft little feminine voice replied, "Yes, I think she sung beautiful."

He grew very tired of hearing the schoolgirls say "It's been a-being," "It belongs to be," and "How come?" But they continued to say it.

The stranger only smiled when he heard somebody saying, "I'm awfully glad to meet you, Mr. ———," or, "This is an awfully pretty day."

Some would always leave off their verb endings. They would say, "I ask you to come yesterday, but you didn't."

The newsboys were very careless in their speech. They would say, "Please buy a *Post* from me, Mister. Bill, he done sold three this mornin', and I ain't sold a one."

The stranger left, but he long afterwards remembered this town in Eastern Carolina where he heard so many errors.

LOLA MAY GURLEY, '18.

[The two suggestions that follow are from the *Alumnæ*. We have been hoping the time would come when we could get suggestions that our former students have actually tested out for themselves and have found successful. We trust that these suggestions from the *Alumnæ* will become a permanent feature of the *QUARTERLY*.—*The Editor*.]

Fourth Grade Geography

In teaching Part One of the Primary Geography, I have found the making of a geography by the class a very successful device for the review and thorough understanding of the fundamentals of the subject.

Before starting the book I explained carefully what we wanted to do, and that instead of "Dodge's Primary Geography," ours would be "Fourth Grade's Geography." They seemed anxious to begin the book for my future use and enjoyment.

Beginning with the first chapter, they collected pictures of all different kinds of homes from newspapers, magazines, and post-cards. Then, for the second chapter, illustrations of villages, towns, and cities, and in the same way for each succeeding chapter.

Then each afternoon four of the class were selected to make a chapter or a part of a chapter in the book. We used a good notebook, with perforated leaves, that could be easily enlarged. The children who wrote well were honored by having the privilege of writing in the book just what they decided upon, with suggestions from me, while the others selected and pasted in the book the illustrations from the large supply of pictures brought in. Each one wanted to write in the book, so they worked better at the writing period to improve in form and neatness.

After each chapter was completed the class had the opportunity to see the geography.

The children have thoroughly enjoyed the work, and I believe the ideas are their own now.

JUANITA E. DIXON, '11.

An Outline for Geography

I found a very good plan for teaching Geography suggested to us last summer at the institute at Chapel Hill. I hesitate in offering it because some one may have been using it already in or near Greenville. It really has helped me more than anything else I have tried.

I take it up in studying a new country before using either my own questions or those in the book, and the pupils seem to find it much easier than anything else I have tried. Of course, this is just a suggestion.

[To be filled out by pupil during study period—divided according to ability of class.]

A

- | | | |
|-------------------------|---|--|
| I. What Nature has done | { | Size and shape
Surface
Coast line
Climate
Rainfall and winds |
|-------------------------|---|--|

B

- | | | |
|------------------|---|---|
| Surface features | { | Mountains; Plains; Highlands
Rivers
Bays; gulfs; lakes
Seas; straits |
|------------------|---|---|

C

- | | | |
|--------|---|--|
| Plants | { | 1. Those for clothing
2. Those for shelter
3. Those for food |
|--------|---|--|

D

- | | | |
|---------|---|--|
| Animals | { | 1. Those for clothing
2. Those for shelter
3. Those for food |
|---------|---|--|

E

Climate { Ocean currents
Winds
Heat belts

(did not take this up much with fifth grade; I just let them realize there were such things from map.)

Minerals { Precious
Useful

A

II. What man has done:

World relations { 1. Political divisions
2. Capitals
3. Chief cities

B

Schools; colleges; noted buildings; churches
(We did not take this up much. I mean deeply.)

C

III. Transportation { Roads; highways
Railways
By water

I have found so many times pupils seem to know only one way of studying Geography—it will be all text-book matter and no questions for map study, or all map study and no text study. Many times pictures and small maps are seldom used. By using everything at hand the pupils usually become interested in this study, and like it.

If followed too closely, this outline gets a little monotonous; and it is better to use it sometimes as a review to fix information, after the teacher's own questions from text and much map study have brought this out. It is hard to make this subject vivid and real to most children.

EMILY GAYLE, '14.

Alumnæ

You, members of the Alumnæ, will be given the glad hand at Commencement, even if it is not the festive occasion it has been in former times. An account of it and an explanation is found elsewhere in this number of *THE QUARTERLY*. A "simplified commencement" means one that has only the essential features and no festivities.

We can have a quiet, intimate, family gathering. You can enjoy the School and can learn the new members who come into your fold at that time much better than when there were so many distractions.

The Alumnæ meeting will be on Saturday, June 1.

Some time ago the editors of *THE QUARTERLY* sent out a questionnaire to the members of the Alumnæ, asking for a number of things. The answers have been coming in steadily, and we trust that before they stop we shall have a complete record of the Alumnæ, and from these returns we can file the roll and keep it checked up every year. There has been no regular way of keeping up with the girls. Some of them are near by and we see and hear from them frequently, but others farther off we are not in touch with. The letters and questionnaire were sent out with a double purpose: one was to get in touch with the girls and find out what kind of work they are doing, so as to get a record and some personal news from them; another was to get together enough statistics to work on so that we can see exactly what the girls are doing and are getting. In the campaign for increasing teachers' salaries it will be well to find out exactly what teachers are getting, what they have to pay for board and laundry, and to show what they are doing, and what conditions they have to work under. We have a fine opportunity to show up some interesting and convincing figures. In the first place, we wish to prove that here is a set of trained teachers who are scattered all over the eastern section of the State and in some parts of the western section, who are earning far more than they are getting. We can prove some things from statistics. Superintendents can speak largely for their own schools, but they get the rest from hearsay and statistics.

What the Training School girls are actually doing in this State, and how they are doing it, is what we are trying to find out from the Alumnæ. We wish to get hold of this so that we can speak with authority and speak in facts and figures, impersonally, and publish it so that he who

runs may read. Where the girls are teaching, the kind of schools they are teaching in, the part they are taking in community life, the part the school plays in the community, the cost of living, and the price paid and received for service done, are some of the things that we can find out from the girls who are teaching. Some of the girls are no longer teaching, but they are doing other things—some of them in business, some of them are married. They are certainly a part of life, and whatever they are doing is of interest. Each one is filling some place, and we want to know what.

You do not know about each other; you have scattered out over the State, and perhaps feel that what you are doing is so little compared to what others are doing; but that little counts. There is no longer the close personal touch between the girls there was when the Alumnæ Association was made up of girls that knew each other. You see new names in school affairs, just as we in the School see new faces; but you are not strangers, and you are interested in what any Training School girl is doing.

As the School grows older and larger we do not wish to lose that family feeling we have always had.

Mattie Bright, '14, who is teaching at Dixie School, reports a Junior Red Cross and a War Savings Society in the school. The pupils have been knitting sweaters, and have knitted one quilt. The school is well equipped for athletics.

Mary Bridgman, '15, who is teaching at her home in Lake Landing, reports a Red Cross Auxiliary in the town. She was planning to organize a Junior Red Cross in the school, but on account of the bad weather and contagious diseases the school has been closed for several weeks. The school bought three fifty-dollar Liberty Bonds.

Mrs. Frank Greathouse, Eula Proctor, '12, paid a flying visit to the School one afternoon in February, coming over from Rocky Mount in an automobile. She says she is practicing conservation so strenuously that Frank says she is giving him seven eatless days a week. She is doing Red Cross work, and substitutes in teaching whenever she is called on.

Sue Walston, '17, was married in January to Edward Pitt, of Tarboro.

The friends of Lalla Pritchard, '13, deeply sympathize with her in the loss of her mother.

Rosa Wooten, '14, is teaching at Chicod. She recently gave an entertainment which was very successful. Her school was the first in the county to have a "soldier of thrift."

Nell Dunn, '16, who is teaching in Washington, reports that they are making every effort to have every child in school a member of the Red Cross.

Amelia Clarke, '17, has recently had a box party in her school. She reports they have a good rural library, and use it for reference work and reading circle for the children. She says the supervisor has helped her greatly through the group-center teachers' meetings.

Allen Gardner and Ophelia O'Brian, who are teaching at Graingers, report the following public entertainments: Hallowe'en, Christmas tree, North Carolina Day, and George Washington's Birthday. They say their supervisor helps them very much, and they could not do without her.

Louise Smaw, '14, who is teaching at Grifton, reports a sewing class in the school doing work for Red Cross. The pupils are very much interested in athletics.

Sadie Nichols, '14, is doing primary work near Durham County. Her school is interested in War Savings Stamp certificates, and a committee is appointed to sell Thrift Stamps.

Emily Gale, '14, who is teaching sixth grade in Chadbourn, reports a service flag in her school with 29 stars on it. There is also a Junior Red Cross and War Savings Club in the school. They have basket-ball and tennis courts and a good library. The faculty and the pupils of the High School, together, subscribe to several magazines, three leading State papers, and their county papers. From the use of these they are getting good results.

Eva Pridgen, '16, who is teaching Primary work in the Gardnerville school, says there is a Junior Red Cross Auxiliary in the school. The school children have bought War Saving Stamps.

Lucile O'Brian, '16, who has been teaching in Enon School near Oxford, reports a Junior Red Cross in the school. The school has been very active in the Red Cross work. Lucile is now teaching at Phoebus, Va. She went there the first of the year.

Millie Roebuck, '15, is teaching the fifth and the seventh grades in Robersonville High School. She is doing Red Cross and Food Conservation work.

Gelene Ijames, '16, is doing Primary work at Farmington.

Pattie Dowell, '11, is teaching the first grade in the city schools at Winston-Salem. She takes an active part in the society and club work. The teachers of this school have been aiding in the offices of the Exemption Board in filling out questionnaires. They count this as valuable experience.

Bettie Spencer, '15, who is teaching second grade at her home in Washington, says they are encouraging Red Cross work, and have made some very attractive scrap-books for the soldiers in school.

Irene White, '15, writes that she has been having box parties to lengthen the school term, as they only had a six months school. She has also organized a Sunday school in the community, which she teaches. There was not one there before. She is teaching "Burroughs School," near Williamston.

Emma Brown, '15, writes that athletics is encouraged in the school at Richlands by having tennis and basket-ball courts, and by introducing

playground games. She says the literary societies take an active part in the school life by giving entertainments and plays. They have a Red Cross society connected with the school, in which sewing and knitting is carried on.

Emma Cobb, '14, is rural supervisor of Edgecombe County. She is the first one to step from the actual schoolroom to a higher place.

Hilda Critcher, '12, is teaching at Conetoe. She has the fourth, fifth, and sixth grades, and says she has her hands full with school work, Junior Red Cross workers, and Parents' club.

Luella Lancaster, '14, who is teaching first grade at Tarboro, N. C., writes that the children are very enthusiastic over the buying of Thrift Stamps. In the High School they have a committee of boys and girls who ask others to buy.

Mattie Cox, '14, has first and second grade work in Eureka graded schools. They have been selling War Saving and Thrift Stamps in school, and have had their county demonstrator to give lectures on how to conserve food.

Grace Smith, '14, reports that the boys and girls of her school gave corn to be sold for Red Cross work. Grace is teaching at Apex.

Juanita Dixon, '11, who is teaching at Winterville, reports that lectures on Food Conservation have been well attended and very effective.

Katie Sawyer, '15, is teaching at Jacksontown, near Winterville, the same place she taught at last year; but they had to increase her salary and lengthen the term in order to get her back. As there was no chance to get anything from the county funds, the people are paying it from their own purses. She says some one has to do the one-teacher work,

and she enjoys it; the only trouble is that she sees so much to do and finds she cannot do it all. She has a Woman's Betterment Society which meets twice a month. At a Hallowe'en party they raised \$42.35. She is interested in Sunday school work.

Blanche Everett, '14, is staying at her home in Palmyra this winter and is keeping house. She keeps busy doing Red Cross work and joining in all kinds of community work. Blanche had charge of the Alumnae Bazaar which was held at the Training School in December, on one of the snowy, bad days.

Ethel Everett, '16, is at Peabody College for Teachers again this year.

Edna Campbell, '12, is teaching at Murfreesboro, Tennessee, in one of Tennessee Normal Schools. She is doing critic work in the school that corresponds to our Model School. She goes into Nashville at regular intervals for work at Peabody College for Teachers.

Gladys Fleming, '14, is teaching at Watertown, Tennessee, again this year.

Ruth Davis, '13, is teaching in Carthage, Tennessee. When it was just too late to get the item of news in the last issue of THE QUARTERLY, Ruth dropped in on us, having come over from Washington to spend the day. Her school had suspended for a while because of contagious diseases, and as she had more vacation then than she expected at Christmas, she came to Washington to see her sister, Clara. She and Bettie Spencer came over and spent the day in Greenville.

Mrs. Clara Davis Wright, '15, has a little boy, Charles Wright, Jr., who is a wonderful little fellow.

Marguerite Wallace (Mrs. Ray Jones), '16, has a beautiful boy.

There is not a handsomer boy in Greenville than the little son of Mrs. Cary Warren (Marjorie Davis, '12).

Estelle Greene, '12, and Ruebelle Forbes, '16, have been working regularly with the Exemption Board in Greenville.

Gertrude Critcher, '14, is staying in Mrs. Lee's Millinery Store. Gertrude likes her job, as she can stay at home and has a job twelve months in the year.

Corinne Bright, '14, is stenographer for a Greenville concern. She is very much interested in office work, and she, too, enjoys getting a salary check twelve times a year.

Susie Morgan, '16, was married to Captain Roderick Stamey in December. She is now at Lawton, Oklahoma, where her husband is in camp. She taught in Farmville until Christmas.

The roll of girls teaching in Pitt County is of goodly length. The Pitt County teachers' meetings have so many of our girls present that it seems almost as if it were a class at the Training School. Many of those who did not graduate from the School have attended the School. Among those attending the January meeting were Elizabeth Southerland, Louise Smaw, Ruby Vann, Katie Sawyer, Gertrude Boney, Viola Gaskins, Mary Newby White, Ruth Lowder.

School Activities

Dr. B. W. Spilman conducted the Y. W. C. A. services the Sunday evening after Thanksgiving. He is one of the most welcome of the annual visitors of the Training School. He chose for his subject one which he thought would be most helpful to Sunday school teachers, and told the students that when they became teachers they would surely be called upon to teach Sunday school classes. His subject was the "Eye of the Soul" or the third eye. He said the eye of the soul was the faculty by which we see things in the invisible world, and that this eye should be cultivated was the thought which he carried through his talk. He said that the eye of the soul gave marvelous charm to the commonplace things, and gave flesh and blood to the scenes of the past.

The talk was a very interesting one and contained many vivid illustrations, some of which were full of humor, but a big thought was in each of these.

Rev. J. M. Shore, while attending the Methodist Conference here in December, preached for the Y. W. C. A. on Sunday night, December 5. He preached a splendid sermon. Mr. Shore was the Methodist minister here when the Training School opened, and also the only minister here for quite a while, so he was welcomed back as an old friend.

At the second regular Y. W. C. A. Sunday evening services after Christmas, Mr. Meadows gave a very interesting talk about his experiences in camp at Fort Oglethorpe. He said that the experiences of camp life were interesting, strenuous, and sometimes discouraging. But he considers his experiences as worth while and as of more value to him than any three month's training he had ever had. He told many of the intimate personal stories of camp life which were very amusing. He gave an account of the Field Artillery, especially since that was the section to which he was assigned.

The Y. W. C. A. services on the fourth Sunday evening in January were particularly enjoyed because of a beautiful musical program and an interesting report given by Miss Graham of the Conference of Young Women's Christian Association Workers.

As introduction to the musical program, the enjoyment of the beautiful things in life was stressed. Miss Hill, who had charge of the services, said that we ought to enjoy more the beautiful things around us, the beautiful things in nature, the beautiful things in literature, and the beautiful music which we heard. She then said that several popular and beautiful musical selections were going to be rendered and that she hoped the entire School would enjoy them.

The program consisted of the following numbers:

Instrumental Duet—"My Country." By Miss Meade and Miss Bertolet.

Mozart—"Pastorale Variee." By Miss Meade.

Beethoven—"Slow Movement from Fifth Symphony." By Misses Bertolet and Hill.

Liszt—"Liebstraimne." By Miss Bertolet.

Händel—"He Shall Feed His Flock," "Come Unto Him." Misses Lula Bal-lance and Sue Best Morrill.

The hymns were beautifully sung, the choir singing the first stanzas and the audience joining in on the last.

Miss Graham gave a brief report of the conference of the faculty representatives from the Y. W. C. A. which met in Greensboro in February. Miss Graham was the representative from this School. The leaders of this conference were Miss Young, student-secretary of the South Atlantic Field; Miss Cady, of Agnes Scott College; Miss Scales, who visited Greenville in the fall in the interest of the Student Friendship war fund, and who is the secretary at the Normal College, and Miss Hazlett, student-volunteer from California. Miss Graham said that the reports as to the results of the Student Friendship war fund were very gratifying. The chief business of the conference was to discuss the resolutions adopted at a meeting held at Northfield, Massachusetts, in January. These are as follows:

1. North American students mobilized for world democracy, 1,200,000 students, three-fourths of all students in the normal schools and colleges studying in classes devoted to Bible Study, Mission Study, or Social Study.

2. Application of the principles: (1) to the individual, (2) to the campus, and (3) to the world.

3. A sufficient number of qualified men and women enlisted for the missionary program of the church.

4. Half a million dollars to be raised for missions.

Miss Graham reported interesting discussions of all of these, which, after being given careful consideration, were adopted as the resolutions for the Y. W. C. A. work in the North Carolina schools.

On the following Sunday evening the Junior Class conducted the Y. W. C. A. services. Their subject was "Happiness." They read several poems which showed how, by being happy yourself, others may be made happy also.

Miss Edith Fuess, Deaconess and student secretary of the Methodist Mission Board of the South, spent a few days here at the Training School during the month of January. The girls, because of her charm and striking personality, enjoyed her stay very much. She is a young woman greatly interested in her work and in young people.

She conducted the Y. W. C. A. services the Sunday evening she was here and made a beautiful, appealing talk that took hold of the hearts

and imagination of her hearers. It was marked by a genuineness of feeling and understanding and by richness of suggestion. She began by telling a beautiful story of India—"The Tree and the Master," which illustrated submission to the master's will. Her theme was the living water, and the great need the world today has for christianity. She closed with a strong appeal to young women to let the Master cut the channel through their hearts so they would be willing to give themselves to the service of the Master.

The special music of the evening was greatly enjoyed. It consisted of a piano solo, "A Chopin Waltz in C Minor," played by Miss Bertolet, and a vocal duet, "He Walks With Me and He Talks With Me," by Misses Lillian Shoulars and Willie Jackson.

The Y. W. C. A. services on the Sunday evening of February 11th were very interesting. "The Beauty of the Commonplace" was the thought which Miss Ray so beautifully presented. She read first from the Scripture, John 14, and called attention to the beauty of the commonplace things with which Jesus works. She gave a short quotation from George Eliot which echoed the scripture lesson. After this she told a very impressive story, "The Hunt for the Beautiful," which illustrated her point clearly. Miss Ray has a rare ability as a story-teller, and all the girls enjoy hearing her.

At the December social meeting of the Y. W. C. A. an impromptu program was given. On entering the door, each girl was asked to register, which aroused her curiosity very much. As they registered, they were checked off into squads of eight and each squad had to prepare some stunt for the entertainment of the evening. The miscellaneous entertainment had a spontaneity and life about it that was very enjoyable. There were no "cats" as the money appropriated for refreshments was turned into a Liberty Loan Bond.

Societies

At the first regular meeting of the Lanier Society of this year the marshals were elected. They were as follows: Mary Lee Gallup, Mary Tucker, Mary Johnston, and Ruby Giles.

The programs have been unusually interesting.

The Lanier Society has challenged the Poe Society for the Annual debate. The query: "*Resolved*, That municipal form of government is better than city form of government." The Poes gladly accepted the challenge. They chose the affirmative.

The marshals for the Poe Society are: Elsie Hines, Chief; Maude Poole, Katherine Lister, Francis McAdams, and Annie Wester.

The program committee has given some very appropriate and enjoyable programs. At the last meeting of the fall term Dickens' "Christmas Carol" was adapted and given as a play.

On February 9 a delightful Valentine program was rendered.

Classes and Athletic Leagues

The Senior class conducted the Y. W. C. A. services Sunday night, November 24, 1917. This Thanksgiving was different from any other that we have seen and was observed differently. They thought it best to help get the girls in the proper attitude for the day. They took for their subject, "Thanksgiving." The ninety-second Psalm, followed by a prayer, was read by Alexa Alford. Sadie Thompson read parts of the poem "Thanksgiving," by Alice Carey. This was followed by a vocal solo, "Lovely Appear," by Lula Ballance. Katie Lee Matthews read "Thanksgiving This Year," taken from the editorials of the *Ladies' Home Journal*. The poem "Armageddon" was read by Ethel Smith. A short paper, "What the Y. M. C. A. Means to the Soldiers," was read by Huldah Barnes. This paper consisted of a few short extracts from letters which had been received by girls in school from their friends at camp and at the front.

On the night of January 19, 1918, at the regular class meeting, a very interesting program was rendered. "Six Greatest Moments of a Girl's Life" was dramatized. Elizabeth Hathaway took the part of the girl while Mattie Paul played as her lover. A camp scene was given and several girls sang "We Are Tenting Tonight." After this Mutt and Jeff appeared. The "B" and "F" classes were invited to see this program.

The program of North Carolina Day, Friday, December 14, 1917, was given by the Senior class. They followed part of the excellent program sent out by the State. The program was presented in a very attractive manner.

On account of such extremely cold and disagreeable weather, for some time basket-ball, tennis, and walking were almost impossible. We took advantage of the few agreeable afternoons and a considerable amount of practice was done. Large groups have been on the walking trips.

School News

Doctor Laughinghouse in Service

Dr. Charles O'H. Laughinghouse is greatly missed as school physician. He is in camp at Fort Oglethorpe. Dr. Laughinghouse was one of the first of the physicians in the State to volunteer for service soon after war was declared last spring. As president of the North Carolina Medical Society, he had great influence, and used that influence for getting the physicians of the State aroused so that they were ready to respond to the call for service. He was held in reserve, and was not called until the first of this year. He has the rank of major. He is greatly missed both in the School and in the town. He has a very large practice and has been identified with all kinds of public welfare work.

Dr. Carl Pace, Dr. Laughinghouse's assistant, left last summer to join an ambulance corps.

Dr. Noble is the acting school physician during the absence of Dr. Laughinghouse.

Webb-Spillman Marriage

All who have ever known the Training School will be greatly interested in the following announcement which was received during the Christmas holidays:

Mrs. Calvin Andrew Haste announces the marriage of her daughter, Johnny Etta Webb, to Mr. John Barham Spilman on Saturday, the twenty-second of December, nineteen hundred and seventeen, Edenton, N. C.

Miss Armstrong Leaves to Man- age a Community Kitchen

Miss Martha Armstrong, for three and a half years teacher of Home Economics in this school, left the first of February to take charge of a Community Kitchen in Birmingham, Alabama, the second to be established in the South.

Miss Armstrong's leaving is a great loss to the School and to the town. She has been interested in club work and church work. She was the president of the Greenville chapter of Southern Association of College Women, and has been the leader of one of the societies in her church. She was chairman of the Women's work in Conservation for Pitt County.

The work in her department has been marked by real ability and ingenuity in adapting it to present conditions. She was frequently called on to make talks to clubs or to give demonstrations. Her students go away with practical, sensible ideas they can use in their own communities and homes.

The work Miss Armstrong is doing is new but is full of wonderful possibilities. There are to be one hundred cities in the United States that will have these community kitchens, where the housewives can come for suggestions, for lessons in the various branches of Household Economics, and for advice on all kinds of topics. We hope soon to publish a full account of the work of the one in Birmingham.

Inducements were offered Miss Armstrong to stay in this State, but she saw fit to return to her home city.

In January she spent a day in Farmville giving demonstrations and joining in with a group of workers who were helping the women to study out present problems in Food Conservation.

Mrs. Carr Teacher of Home Economics Mrs. Robert L. Carr who, as Miss Elizabeth Pugh, taught Household Economics for four years in this school, again has charge of this work. Mrs. Carr came to the school in the second year and was the first one to establish the regular cooking classes and organize the department after there was equipment. Since she has been identified with the town of Greenville she has been active in club work and all public interests. She is chairman of the Domestic Science Department of the Woman's Club of Greenville. Last summer the canning demonstrations for the women of the town were given at her home and under her supervision.

Mr. Meadows Returns Mr. Meadows returned to the Training School at the beginning of the winter term and resumed his work. He is in reserve for work in the Intelligence Department with the rank of first lieutenant. He has no idea when he will be called into active service. He has given exceedingly interesting accounts of his experiences while in camp.

War Work by Members of the Faculty The members of the faculty are doing their part in waging the campaign of thrift, and their service extends beyond the School.

Mr. Austin has made addresses on War Saving Stamps at several schools. On January 28 he went to Bethel and Grifton, on February 4 to Ayden, and on February 15 to Kinston school.

Mr. Meadows has had several requests to make talks, both on Camp Life and War Saving Stamps. He has visited Simpson, Joyner's School, Cox's School, and Ballard's Cross Roads.

Mr. Wilson made a talk on War Saving Stamps at Winterville High School.

Miss McFadyen is chairman of the Women's work in the Thrift Campaign in Greenville. Under her leadership the women have made a wonderful start.

President Wright, Mrs. Beckwith, and Miss McFadyen are on the committee for the Thrift Campaign in Pitt County.

On February 18 Mr. Austin went to New Bern where he met a group of graded school teachers and discussed the teaching of Geography. In the morning he discussed the power a pupil should have when he has finished the elementary grades and how to develop that power, and later discussed a type study.

Mr. Wilson is conducting the professional study classes of the teachers of Greene County this year.

Miss Davis is visiting Staton School on Mondays and is helping solve some of the typical rural problems which she finds there.

**Simplified
Commence-
ment**

Commencement this year will be unlike that of other years. It will not be a festive occasion, with social features and with the features that attract the holiday crowd. It will be a more intimate, a simpler occasion, perhaps a kind of love-feast among homefolks and friends here. The flutter of ribbons and chiffon, the whizzing of company automobiles, the elaborate programs, will be missed, but there will be many compensations—the get-together feeling, a time of real meetings between those here and the home-folks who have come back to us—a time to take stock; a serious time, perhaps, but not a solemn time.

In keeping with the times all the festive features have been taken away from commencement. Some of the features have simply been placed at another time. The class will have Class Day some time during the spring, the Musical will come earlier also. We want the Alumnæ to come home again and to enter into the spirit of the occasion with us.

President Wright placed before the members of the class the question of what they are going to do about Commencement. The class decided to simplify it. They decided that they would not send out the formal invitations to the public, as that would perhaps be misleading. As they wished to send something out as a matter of record, so that the public could see who the graduates were, they decided to send out announcements of the graduation exercises of the class. They believed that it was in keeping with the times to retain the religious services—have the sermon. The question of the evening service was not theirs to decide, but the Y. W. C. A. Cabinet decided to have this.

The class, without consulting the President of the School, requested him to deliver the address on the day of the graduation, and he consented.

**Sewing for
the Refugee
Babies**

The interest in sewing for the Red Cross has been very greatly increased by the new work, that of making layettes for the refugee babies. The girls are taking the greatest delight in making the tiny garments. This auxiliary had the money in hand for five full layettes and hopes later to be able to make more. This sewing keeps a number of girls at work because sewing and crocheting can be done at the same time, and the girl who hates to sew but loves to crochet can get her chance to contribute work.

**Red Cross
Work
Continues**

Most of the time during the winter the sewing for the Red Cross has continued regularly. Each Monday morning the sewing room is a busy place. As many girls as can find a place at a machine, or as a helper to the one at the machine, are on hand, and as one girl has to leave, another soon takes her place. There is not very much boosting for workers, because among so many girls it is always an easy matter to get together a group of girls who can sew, and many girls with more zeal than skill might come and work heroically and only make work for the skillful. The work has now become a steady, regular thing. A number of shirts have been made during the winter. When the material and patterns for the baby clothes were ready there were still a few unfinished shirts; the girls looked with longing eyes away from the prosaic shirts to the baby dresses already cut out, but hurried up on the shirts and soon had them finished so that they could spend all their time on the baby clothes when they had once begun.

**Knitting for
the Boys**

Knitting has been the favorite pastime of the girls here, as it has of the women all over the country. "More wool" has been the constant cry. The knitting committee last fall, while waiting for wool to arrive, gave knitting lessons to all who applied so that when the wool came there would be no delay. They did their work so well that there were more knitters than there was work to give them. The Greenville branch of the Pitt County chapter furnished the wool. The knitting committee guaranteed that the knitting would be well done, and, when wool was taken out, guaranteed that the knitted garments would be returned by a certain date. The knitters were divided into groups and the committee into inspectors of groups. These inspectors watched faithfully their workers. So as to satisfy as nearly as possible the demand for wool, a number of girls were given sufficient wool for only half a sweater and the two halves were sewed together.

In addition to the garments knitted by the students, most of the women in the faculty have been knitting. It is difficult to estimate the number

of garments that have been knitted in the school, for many girls and teachers have bought their own wool and have knitted for brothers and friends. About thirty-five garments have been knitted by the students and turned in to the Greenville chapter.

**Pitt County
Teachers'
Meeting**

The January meeting of the teachers of Pitt County was held in the auditorium of the Training School on Saturday, January 19. This meeting was devoted largely to the special problem of getting ready for the thrift campaign. Judge Gilbert Stephenson of Winston-Salem, who is giving his time to working for this cause, made a strong appeal to the teachers, making them realize the urgent necessity of this work and explaining to them the way in which the school can organize to assist most effectively in this work. His talk was a veritable inspiration, and every teacher felt that this was one thing she must do her utmost for. Superintendent Underwood, in business session, later told the teachers that he wished to say, before any teacher asked him how she was to do this and the other things she had to do, that she must do her part in the thrift campaign and in other war work if she had to leave other things undone.

The students of the Training School and the faculty attended the meeting and heard the address by Judge Stephenson. Mr. D. M. Clark, chairman of the Thrift Campaign in Pitt County, and Mr. Kinchen Cobb, a member of the committee, were present at the meeting.

Dr. Miller, who was taking the place temporarily of the Pitt County health officer, explained to the teachers what they were to do in the health work. The new county demonstrator in Home Economics, Miss Avery, was introduced to the teachers.

There was a full attendance in spite of the fact that the weather had not cleared up and the roads were still in a bad condition.

The report of the address by Judge Stephenson appears elsewhere in this number of THE QUARTERLY.

**Miss Jamison
to Club
Women**

Miss Jamison, whose work as demonstrator in Home Economics is so well known in North Carolina, and who is now teaching in the State Normal College, came to Greenville at the invitation of the Woman's Club of Greenville and gave a demonstration and a talk on how to manage war cooking with the materials that had to be used and how to plan and prepare well-balanced meals and do all the Food Administration is asking of the housekeepers. The demonstration was given in the cooking laboratories of the Training School.

Miss Jamison made a practical talk that made the women realize that the impossible was not requested of them. Her demonstration proved to them that the war food could be palatable and attractive. The ladies were delighted with some of the things she showed them how to make. She made it clear to them that whether or not they wished to help with food problems was going to have very little to do with the matter, they would have to use the materials they could get, and they would be allowed to have only certain things. She showed them an egg powder that could be used for cooking instead of eggs. The biscuits she made of the war flour that is to be put on the market soon were delicious.

After her demonstration, the ladies were shown some of the things that were being done at the Training School. The waste for the three meals before the meeting was shown, all for each meal in a very small pan. The soup drained from all the plates at luncheon that day was considerably less than a quart. The ladies were amazed at the small amount of waste, all of it together less than the average family usually wastes. They were shown samples of the soap made in the kitchen here. Cake made according to the recipe given elsewhere in this number of THE QUARTERLY was served merely to show the people that desserts could be served with little cost. Pickles made of cucumbers from the school garden were served with the cake. The meeting was a most satisfactory one, and the ladies have been putting into practice the new ideas gained.

**War Talks
by President
Wright**

At the regular chapel period on one morning of each week President Wright gives a very helpful talk concerning the war situation. He summarizes the most important current events and comments on the significance of these. The students find his interpretations very interesting. He also suggests particularly good articles available to the students.

Story-telling

"The Story-telling Hour," from 6:30 to 7:15 on Wednesday evening, is now a regular weekly event which is looked forward to with pleasure. Under the leadership of Miss Ray, it promises to be an activity of much benefit as well as enjoyment. Many good story tellers are being discovered. Their stories are well organized and presented in a pleasing manner and they realize the value of the experience gained from preparing a story and telling it before an audience.

**A Visit from
the Victrola
Man**

Mr. David Walsh, demonstrator for the Educational Department of the Victor Talking Machine Company, visited the School on February 7. By asking the girls to "be little children" for a while, and going through the rhythmical motions of a few simple tunes, he gave a very enjoyable demonstration of how the talking machine can and should be used in teaching songs, games, etc., in the primary grades.

**No Inconve-
nience in the
School**

Because of careful planning and far-sightedness we have not suffered for lack of fuel during the recent coal famine. While many have had considerable trouble in getting coal, flour, sugar, etc., we were fortunate in having all these at hand. Thanks to careful buying and Conservation!

**Talks by
Ministers**

While the Methodist Conference was in session here last December several of the ministers conducted chapel exercises for us. Each of the following ministers made us very interesting talks: Rev. Harry North, Rev. M. T. Plyler, and Rev. Walter Patten, who is now pastor of Jarvis Memorial Church.

Mr. Brooks Sharp, Y. M. C. A. worker in the United States Army, while attending the Conference, made a very interesting talk to the students and faculty one afternoon on the Y. M. C. A. work in the cantonments.

**Trips by the
President**

President Wright attended three important educational meetings during February. On February 20 he was present at a Conference on Rural Education held in Washington, D. C. On February 21 he attended the meeting of the Presidents of Normal Schools held in Atlantic City; and on February 22, a meeting of the Superintendents' Department of the National Educational Association.

**Alumnæ
Bazaar**

The Alumnæ Bazaar was held early in December. Blanche Everett came over in the afternoon and took charge. The girls were glad to assist her, and every article was sold.

**Summer School
Bulletin Out**

The summer school bulletins were received some time ago and many have been sent out.

Visit from Miss Edith Fuess, Deaconess and student secretary
Miss Fuess of the Methodist Mission Board of the South, spent a few days here at the Training School during the month of January. Her visit was much enjoyed by all the students and faculty.

Christmas Giving Expensive and elaborate Christmas giving was dis-
Abandoned couraged in every way possible this year. No class or group-presents of any kind were given. This did not mean that remembrances were discouraged, but a card or letter served the same purpose and left the money or the time consumed in elaborate things for the war-time necessities.

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